

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Comprehensive Literacy State Development (CLSD) Program**

**CFDA # 84.371C**

**PR/Award # S371C240025**

**Grants.gov Tracking#: GRANT14194360**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240025

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## Application for Federal Assistance SF-424

<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<p>* If Revision, select appropriate letter(s): <input style="width: 100%;" type="text"/></p> <p>* Other (Specify): <input style="width: 100%;" type="text"/></p>
* 3. Date Received: <input style="width: 100%;" type="text" value="06/24/2024"/>		4. Applicant Identifier: <input style="width: 100%;" type="text"/>
5a. Federal Entity Identifier: <input style="width: 100%;" type="text"/>		5b. Federal Award Identifier: <input style="width: 100%;" type="text"/>
<b>State Use Only:</b>		
6. Date Received by State: <input style="width: 100%;" type="text"/>		7. State Application Identifier: <input style="width: 100%;" type="text"/>
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input style="width: 100%;" type="text" value="Montana Office of Public Instruction"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input style="width: 100%;" type="text" value="81-0302402"/>		* c. UEI: <input style="width: 100%;" type="text" value="VFJMXJ1G3DJ5"/>
<b>d. Address:</b>		
* Street1: <input style="width: 100%;" type="text" value="PO Box 202501"/>		
Street2: <input style="width: 100%;" type="text"/>		
* City: <input style="width: 100%;" type="text" value="Helena"/>		
County/Parish: <input style="width: 100%;" type="text"/>		
* State: <input style="width: 100%;" type="text" value="MT: Montana"/>		
Province: <input style="width: 100%;" type="text"/>		
* Country: <input style="width: 100%;" type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input style="width: 100%;" type="text" value="59620-2501"/>		
<b>e. Organizational Unit:</b>		
Department Name: <input style="width: 100%;" type="text"/>		Division Name: <input style="width: 100%;" type="text"/>
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input style="width: 100%;" type="text"/>		* First Name: <input style="width: 100%;" type="text" value="Marie"/>
Middle Name: <input style="width: 100%;" type="text"/>		
* Last Name: <input style="width: 100%;" type="text" value="Judisch"/>		
Suffix: <input style="width: 100%;" type="text"/>		
Title: <input style="width: 100%;" type="text"/>		
Organizational Affiliation: <input style="width: 100%;" type="text"/>		
* Telephone Number: <input style="width: 100%;" type="text"/>		Fax Number: <input style="width: 100%;" type="text"/>
* Email: <input style="width: 100%;" type="text"/>		

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

\* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

### 13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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### \* 15. Descriptive Title of Applicant's Project:

Montana Comprehensive Literacy State Development

Attach supporting documents as specified in agency instructions.

Add Attachments

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**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="49,998,979.67"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="49,998,979.67"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Montana Office of Public Instruction

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:



\* DATE:

06/24/2024

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment: 1235-MTOPI\_EDAbstract.pdf

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# **Montana Office of Public Instruction CLSD Application FY2024 ED Abstract**

The Montana Office of Public Instruction (OPI) will build on the success of its prior CLSD grant and advance literacy skills in the fourth largest state with the highest proportion of rural schools in the nation. Evidence-based practice guides and research meeting the threshold for strong evidence will be utilized, as will evidence-based practices specifically related to project implementation and the provision of professional development, including professional development designed to address the needs of traditionally underrepresented groups.

Expected outcomes include the implementation of culturally relevant and evidence-based materials for all students of 30 subgrantees, a 10% increase of students performing at or above proficiency, a 50% increase in the number of teachers and administrators trained in the Science of Reading, instructional leaders identified and trained in all CLSD schools, and a Leadership Network and Teacher Learning Hub will be activated throughout the state.

The project has been designed to meet the Invitational Priority as well as all four Competitive Preference Priority areas, as addressed in the Project Design section of the application narrative.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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**Montana Office of Public Instruction  
CLSD Application FY2024**

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## Need for the Project

The rural context of Montana – with its vast distances and sparse population – is not simply a frontier backdrop for its citizens. Rather, the fabric of each rural community in Montana has a complex and dynamic culture shaped by unique social, economic, political, cultural, and historical relations. As the fourth largest state in the union with just over one million residents, Montana spreads over 147,040 square miles of prairie, rivers, lakes, and mountains and is home to 835 schools and 150,028 students. More than half of the state’s schools have fewer than 100 students, 92 have only one teacher, 65 are considered “one room schoolhouses” and only 6% (51 schools) serve 500 or more students. One in four school systems in Montana average only five students in each grade. Thus, the vast majority of schools and communities in Montana are classified as rural and remote; 75% of our schools are classified as “rural” and 96% of our school districts are classified as “small rural” (*Showalter, Klein, Johnson, & Hartman, 2017*). Many of these schools reside on one of seven American Indian reservations and serve the 11% of American Indian students from twelve federally recognized tribes. In fact, for 85% of elementary rural children, their bus ride exceeds the daily recommended time of 30 minutes. Pressing issues for these rural and tribal schools on the frontier include: lack of equitable resources, low student enrollment, inadequate financial resources, and difficulty recruiting qualified educator(s) therefore leaving students and community members vulnerable to low academic achievement rates and high rates of illiteracy.

Like many states, Montana saw a precipitous decline in literacy rates following the COVID-19 pandemic despite the dedication of educators and resiliency of students amidst school shutdowns and remote instruction. In 2022, fewer than half of Montana students were reading at or above grade level representing a 5 percentage point decline - the largest decline since 1990. Student attendance rates are also an indicator of the long term impact of COVID-19 pandemic on student learning. In the 2022-2023 school year, 16.59% of American Indian students attended school 95% of the time compared to 33.19% for the rest of Montana students. Prior to COVID-19, the dropout rate for Montana students sat at 3.6% or 1,634 students statewide, including 8.4% of students for Montana's American Indian student population. The 2022 school year had a vast increase in dropout rates with overall rates at 4.0%, or 1,920 students. Montana's American Indian student dropout rates increased to 578 students or 10.7%, a more than 2% increase.

When the data is disaggregated, it is apparent that three student groups in Montana are disproportionately impacted further. Advancing educational equity for students eligible for free and reduced lunch (FRL) is critical to improving long-term outcomes. Overall, 39% of all students in Montana are eligible for FRL. In Montana, 75% of FRL students graduate, a rate that is 20% lower than their non-FRL peers. The disparity is even greater for American Indian students who graduate at a rate of 70% with proficiency rates at just 20% according to 3rd-8th grade English language arts (ELA) statewide assessments - 30% lower than their peers.



There is also a clear need to advance the literacy skills of Montana's growing English Learner (EL) student population. The overall percentage of EL students increased a full percentage point from 2% to 3% in recent years. American Indian languages have the highest number of ELs at 59% of the total, with German at 12% and Spanish at 12%. Out of the 3,134 EL students assessed in the 2023 school year, only 32% of those students made progress, with 2% achieving proficiency. The data for ELs in Montana demonstrate that our American Indian student population struggles with academic language in the content areas. Data collected through the 2023-2024 Montana Comprehensive Needs Assessment (CNA), an annual survey of educators who participated in the current literacy grant, indicated that our most disadvantaged schools are at the basic implementation level for instructional and assessment support for English Learner (EL) students.

Statewide, 14% of all Montana students receive special education and/or related services under the Individuals with Disabilities Act (IDEA), with a 12.28% increase in enrollment of students with disabilities (21,112 total children in 2022-2023) over the past 5 years. American Indian students account for a 3.13% higher rate of the special education student population than the state student population.

Given Montana's rural barriers, pressing issues, and declining student outcomes, including the outcomes particularly for ELs, students with disabilities, and students eligible for FRL, Montana has three profound needs that will be addressed by this project. Currently, Montana students and educators face the alarming distinction of

having: 1) limited access to high quality, culturally relevant instructional materials, 2) a growing set of challenges in creating systems that provide effective evidence-based teacher professional development and collaboration opportunities, and 3) a serious shortage of highly prepared educators teaching literacy, contributing to a growing disparity in rural schools' academic achievement.

Need for Access to High-quality, Culturally Relevant Instructional Materials: Due to the low enrollment of rural schools and a funding model based on a per pupil rate, access to sufficient funding to purchase high quality materials is limited. Montana spends \$12,101 per pupil in expenditures compared to the national average per pupil spending of \$13,494 (\$216 million more per year than in Montana). Montana is ranked 33rd for total revenue (current and capital revenues combined) per pupil (\$13,769), whereas the National average is \$16,202, or \$378 million per year more than in Montana. As research shows, this lack of access to resources has challenged teachers in rural schools to provide quality education for students, particularly during the pandemic. On top of this, Montana has a unique landscape of local control leading to a wide variety of academic instructional materials used across the state. High-quality K-12 instructional materials can meaningfully improve teaching practice and student achievement, especially when paired with professional learning support (*Chingos and Whitehurst, 2012*). Yet, in Montana the authority for textbook selection is a local decision that has a potentially detrimental effect on student learning. Through this grant work, the OPI will develop guidance and provide support to promote the use of high-quality instructional materials (HQIM). The OPI will aim to increase capacity of teacher leaders to identify

HQIM literacy curriculum, materials, and assessments, while generating adoption lists as a straightforward mechanism for signaling HQIM.

When selecting HQIM, school officials must also consider if the literacy materials are culturally appropriate, especially given Montana's Native American culture. "Research illustrates that instructional materials, assignments, and texts that reflect students' backgrounds and experiences are critical to engagement and deep meaningful learning" (*Muniz, 2019-2020*). As the Keys to Literacy white paper titled Culturally Responsive Literacy Instruction (2021) emphasized, "Students must see themselves in the text they read. Books that are used for read-alouds and student reading should reflect multicultural experiences that validate for students their worth and value at school and in society. Students also need exposure to books that will help them understand the multicultural nature of the world they live in."

Need for Effective Professional Development and Collaboration Opportunities: In these rural communities, Montana educators are eager to expand their reading instructional skills through professional development; however high-quality professional learning is not always readily available. The biggest barriers to professional development participation are the availability of substitute teachers, paying out of pocket to attend learning opportunities, not enough time off of work, significant travel distance, lack of resources, and access to continuous high-speed internet. In addition to having limited access to high-quality professional development, rural educators do not have the opportunity to collaborate with peers and colleagues. This leaves a large portion of

educators isolated in their practice.

The need for continued professional development and capacity building in the state was also identified in the 2023-2024 Comprehensive Needs Assessment (CNA), where educators reported professional development positively impacted their work. Through this survey tool, educators requested that OPI increase in-person offerings, increase communication about opportunities, increase networking opportunities and offer differentiated content around particular topics of interest. Additionally, through the 2023-2024 CNA, our most disadvantaged school educators identified that they have not achieved proficient implementation regarding the support for teachers in examining student data and collaborating in teams to make instructional and intervention decisions aimed at increasing student achievement. By providing professional development geared toward capacity building in these areas, OPI will meet needs identified in the CNA to continue to increase and improve teachers' understanding and knowledge.

Need for Highly-effective Educators in Rural Areas: Based on the 2023 teacher prep review conducted by National Council of Teacher Quality (NCTQ), Montana educator preparation programs were rated as having implemented on average two out of the five core components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Of the six Montana preparation programs assessed, 2 received an A, 1 received a C, and 3 received an F. Overall the review indicates that Montana preparation programs are struggling to prepare aspiring teachers to provide high-quality reading instruction that incorporates evidence-based practices for teaching reading.

Since 50% of the educators in Montana attend a preparation program in Montana, the majority of teachers are inadequately trained in scientifically based reading instruction when they enter the classroom.

Lack of mentorship and support is one of the top five reasons Montana educators leave the teaching profession. Montana's data shows that 738 (89.35%) of Montana's schools experience teacher turnover, and that over 30% of Montana's teachers with less than 5 years of experience leave the profession. Another alarming statistic is that 90.56% of Montana's Title 1 schools experienced turnover, whether transferring to another school, leaving the profession, or retiring. High teacher turnover creates a gap in instructional continuity and support for students, as well as creates vulnerabilities for consistent high-quality learning opportunities for our most at-risk students.

According to the National Conference of State Legislatures (2023): "Recruiting new educators and providing them with sufficient training is necessary but insufficient to ensure all students have access to high quality teachers and principals. The majority of the demand for educators is caused by attrition, indicating the need to directly address educator retention." Strategies to address the causes of teacher and principal turnover include implementing or expanding induction and mentoring programs, providing support from trained instructional coaches, and creating opportunities for collaboration with other teachers or principals.

Furthermore, building opportunities for teacher leadership has been identified as a key

practice in retaining educators. “Research indicates that teacher leadership opportunities can improve teachers’ job satisfaction and provide them a greater voice in their working environment, potentially improving teacher retention.” The award of a new literacy grant will provide an opportunity for Montana schools to create sustainable literacy instructional systems to mitigate the ongoing challenges of teacher shortages, through the use of mentors for early career support and development of career advancement through teacher leaders.

### **Project Design**

OPI’s Project Design ensures that Montana’s educators will have the training and tools in place to apply evidence-based practices, activities and interventions to advance literacy skills, with an emphasis on overcoming disparities for the most disadvantaged students. Ensuring high-quality literacy instruction is addressed in The Montana State Literacy Plan, which focuses on identifying high-need schools and supporting them in the implementation of evidence-based strategies and HQIM in order to accelerate positive student outcomes.

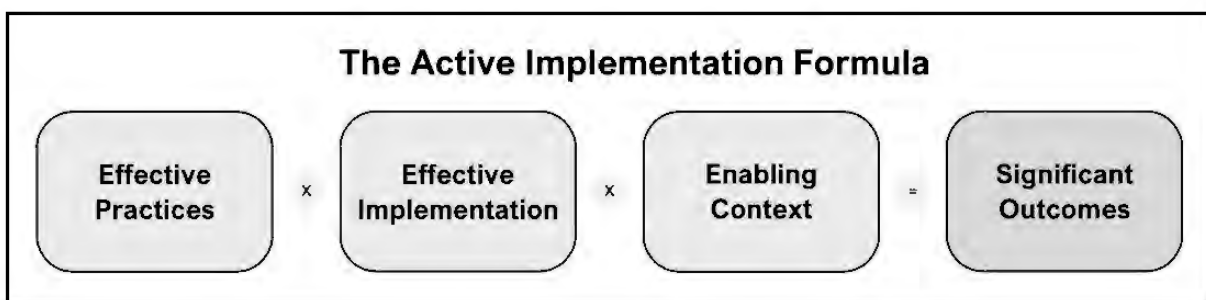
For this project, OPI will support schools by awarding subgrants for implementing strategies utilizing the following What Works Clearinghouse Practice Guides, meeting our educators’ needs for specific practices and interventions that meet standards at each grade level:

- *Foundational Skills to Support Reading for Understanding in Kindergarten through Third Grade*, IES (2019);

- *Providing Reading Interventions for Students in Grades 4-9*, IES (2022); and
- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, IES (2008).

In addition to supporting subgrantees in utilizing these guides and selecting appropriate evidence-based interventions from the What Works Clearinghouse, OPI will rely on resources from the National Center on Improving Literacy, such as implementation toolkits for serving students with dyslexia, (*NCIL, 2022*) and the evidence-based Active Implementation Framework to ensure the implementation of the project is effective and well-operationalized. Active Implementation is an integrated approach to implementation practice, science, and policy. It was developed from a set of practitioner-scientist activities that span several decades. School change is a complex and multifaceted process. In order to give schools the best possible support to obtain significant outcomes, we will rely on implementation science promoted by National Implementation Research Network (NIRN) and the formula illustrated in Figure 1.

**Figure 1. The Active Implementation Formula**

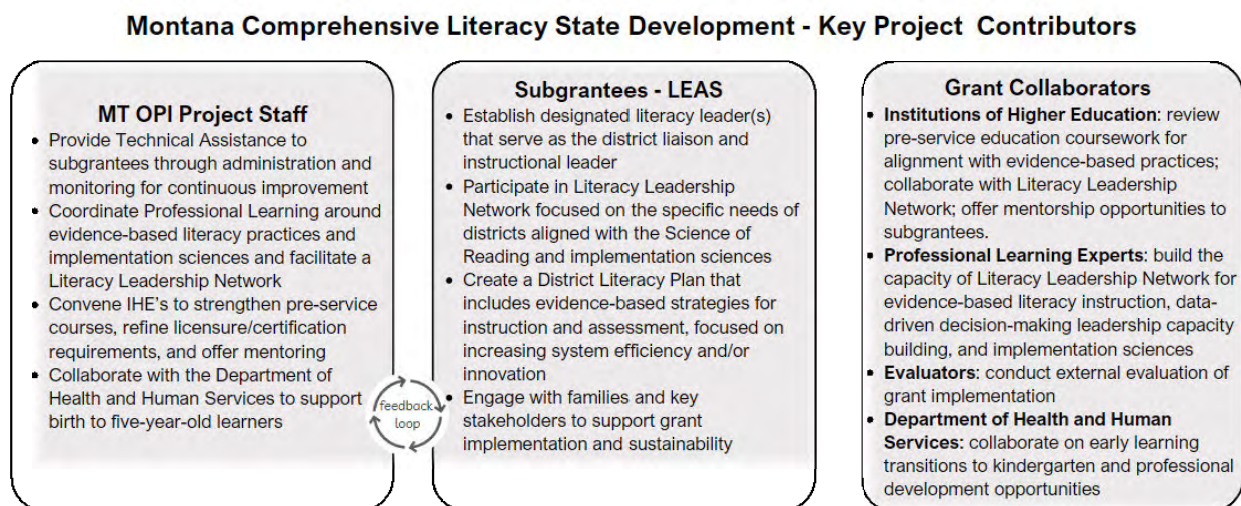


This CLSD project is designed to identify and build the capacity of districts serving the highest percentage of disadvantaged students by increasing the number of disadvantaged students who have access to instructional staff trained in the Science of Reading in order to improve student literacy outcomes. The Science of Reading is an interdisciplinary body of scientifically-based research about reading and issues related to reading and writing, derived from thousands of studies conducted in multiple languages. It encompasses research from a wide array of fields including cognitive psychology, communication sciences, developmental psychology, education, implementation science, linguistics, neuroscience, and school psychology. Training on the Science of Reading will provide Montana's educators with the knowledge they need to understand how proficient reading and writing develop; why some students have difficulty; and how they can most effectively assess, teach and, therefore, improve student outcomes through intervention and prevention of reading difficulties.

OPI's Project Design leverages key partners shown in Figure 2 to ensure the project meets the geographic diversity and competitive preference priority requirements of the grant.



**Figure 2. Key Project Contributors**



Each objective outlined in the project design is specific and measurable, and the activities align to either an effective practice (usable innovations), effective implementation (stages and drivers), or creating and enabling context (assembling teams and improvement cycles) in order to provide our schools with the best structure to obtain significant outcomes.

### *Project Objectives, Rationale and Performance Measures*

**Project Objective 1: Identify and build the capacity of districts serving the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.**

As an SEA, OPI is committed to ensuring that all students in the state have the highest quality instruction possible in order to reach their full potential. The implementation plan

focuses heavily on identifying the LEAs with the highest level of need to promote equity for underserved students in preschool, elementary school, middle school and high school (**Competitive Preference Priority 3**) and then providing the professional learning and technical assistance for these districts to select and purchase culturally relevant instructional materials with strong or moderate levels of effectiveness to address the impact of COVID-19 (**Competitive Preference Priority 2**). Subgrantee selection will include the following priorities:

- Schools with high percentages of American Indian students (>50%);
- Schools identified by the Montana Accountability System (2023) as schools in need of support and improvement;
- Schools with high percentages of students with disabilities (>12%);
- Schools with high percentages of English learners (>3%);
- Schools with high percentages of students eligible for free or reduced lunch (>40% for high school and >50% for elementary school).

By supporting the learning of LEA staff and the implementation of evidence based practices and culturally relevant HQIM, we expect to see improvements in student outcomes.

#### Objective 1 Performance Measures:

1. OPI will competitively award approximately 30 subgrants to high-need LEAs as identified by the percentage of students living in poverty and students performing below grade level as indicated on state assessments. By June of 2025, all

subgrant applications will be reviewed and funds will be distributed to LEAs selected based on need and high-quality applications.

2. OPI will support eligible LEAs through professional development and technical assistance as they adopt culturally relevant and evidenced-based HQIM and develop a comprehensive Multi-Tiered System of Support (MTSS) to identify and meet the needs of all students, especially identified disadvantaged subgroups. By spring of year 4, 100% of subgrantees will have identified and/or purchased culturally relevant and evidence-based HQIM and strategies for all students at all levels of instruction.
3. Increase the percentage of students performing at or above proficiency by 10% as identified by local benchmark measures (PreK-2) or state ELA assessments (3-8 & high school).

Measurement Tools: OPI will use state-approved LEA selected oral language screeners for four year olds, LEA selected benchmark assessments for K-2, the state-approved English Language Arts (ELA) tool for third through eighth grades (Montana Aligned to Standards Through-Year or MAST), and the state ELA assessment at the high school level (currently ACT).

**Project Objective 2: Increase the number of disadvantaged students who have access to effective educators prepared to implement and sustain scientifically based reading instruction.** The OPI firmly believes that the schools with highly knowledgeable skilled educators provide high-quality instruction to students. The implementation plan will focus on ensuring that high-quality professional development is

provided to LEAs for all levels of instructional staff. Professional development focused on the Science of Reading will be provided to classroom teachers in order to strengthen their literacy instruction. Instructional leaders will participate in professional development focused on strengthening their ability to increase capacity, support implementation and lead data analysis and professional development in the future. Key personnel will participate in professional development on selected disadvantaged subgroups through communities of practice in order to strengthen instruction targeted to those groups. Evidence-based resources utilized will include but are not limited to:

- Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (*IES, 2014*);
- Rubric for English Learner Programs (*Education Northwest, 2018*);
- Supporting Integrated English Learner Student Instruction: A Guide to Assess Professional Learning Needs Based on the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide* (*IES, 2021*);
- Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably (*Education Northwest, 2016*).

Finally, the SEA will work collaboratively with IHEs (**Competitive Preference Priority 1**) to strengthen pre-service courses and refine licensure/certification requirements to ensure that all teachers leaving Montana educator preparation programs have the knowledge and skills they need to teach reading effectively when they enter the classroom.

## Objective 2 Performance Measures:

1. Increase the level of knowledge in the Science of Reading (SoR) by at least 50% in all teachers and school leaders who participate in SoR professional development as measured by pre and post-test results.
2. By the end of year 5, 100% of CLSD schools will have participated in instructional leader development designed to create school leaders whose primary role as an instructional leader is to provide observation and feedback, lead data analysis conversations and team planning, and ongoing professional development in evidence-based literacy practices.
3. By the end of year 5, 100% of CLSD schools will have participated in training to identify and provide literacy specific instruction to underserved populations, specifically focusing on dyslexia and English Learners (**Competitive Preference Priority 3**).
4. At least once per year, the SEA will facilitate collaborative conversations between the SEA and IHE partners to examine the quality of preservice courses related to literacy development, ensure alignment to evidence-based practices, and identify ongoing support for teachers beyond the Educator Preparation Program (EPP).
5. By the end of year 2, the SEA and IHE partners will review and make recommendations to refine licensure/certification requirements related to teaching reading (**Competitive Preference Priority 1**).

Measurement Tools: A selected pre/post survey of teacher knowledge in language and literacy such as the Teacher Knowledge of Early Literacy Skills by Binks-Cantrell or the Educator Knowledge of Reading by Farris and Odegard. Each school will develop a

strategic and sustainable list of staff identified by each building with evidence of training in specific populations. Agendas, training notes and updated course syllabi from participating IHEs will also serve as evidence of the activities required to reach these outcomes.

**Project Objective 3: Strengthen systems at both the SEA and LEA levels to provide and implement high-quality evidence-based literacy instruction.** The goal of the Montana plan is to create systems that will allow for sustainability beyond grant funding and to create processes for non-funded schools to implement similar plans for improvement. At the school and district level, the SEA will support districts in the development of district and school literacy teams. These teams will help to evaluate the needs of the district and support the implementation of strategies and culturally relevant HQIM across the school. At the state level, the SEA will create Teacher Learning Hub (Hub) courses on evidence based practices to assist funded schools in training new staff. The Hub is open to all Montana educators and will allow non-funded schools to receive this training as well. Additionally, the state will review and update the Montana Literacy Plan to reflect and support schools in the development of high quality Local Literacy Plans to ensure a consistent framework for literacy instruction across the state. Additionally, the OPI and the Department of Health and Human Services (DPHHS) will meet annually to identify highly effective strategies for professional development relevant to the kindergarten transition. DPHHS is the agency that implements programs using Part C IDEA funds. A 2019 report from DPHHS indicates that while some best-

practices of transition to kindergarten have been adopted throughout the state, others have yet to be widely implemented (*Montana DPHHS, 2019*).

### Objective 3 Performance Measures

1. One hundred percent of LEAs will establish literacy leadership teams by the end of Year 1.
2. Leadership Teams, school leaders and teacher leaders/coaches will participate in at least 80% of the Literacy Leadership Network meetings designed to guide site-based implementation and support classroom teachers in the implementation of SoR professional development.
3. The SEA will build at least two additional courses each year in the Teacher Learning Hub to assist schools with implementation and sustainability of evidence-based literacy practices that will be required for educators at each subgrantee school.
4. The SEA will update and publish a revised copy of the State Literacy Plan by July of 2026, utilizing resources from the CLSD National Literacy Center.
5. One hundred percent of participating schools will complete a high-quality Local Literacy Plan that incorporates all culturally relevant HQIM, evidence-based strategies, and family and community engagement and systems developed through participation in the Literacy Leadership Network.
6. The SEA will meet with DPHHS, the state agency responsible for early childhood education, annually to review preK outcomes and discuss next steps  
**(Invitational Priority).**

Measurement Tools: These outcomes will create a series of artifacts such as attendance records from Literacy Leadership Network events, an updated State Literacy Plan, completed courses in the Teacher Learning Hub and reviews of Local Literacy Plans.

### *Project Implementation Plan*

Enabling Contexts: While many school change projects begin with the immediate implementation of Effective Practices, Montana's plan will begin by helping schools establish Enabling Contexts to ensure there is a solid foundation for new evidence-based practices that are selected. Enabling Contexts ensure culturally responsive environments or settings where teaching methods needed for effective practices are in place. Before new practices can be implemented, schools must develop the support systems, such as strong instructional leaders, coaches and/or teachers leaders to help with implementation and established leadership teams to participate in data analysis and action planning. Montana's plan seeks to develop leadership of these three roles through participation in a Literacy Leadership Network.

The first strand of the Literacy Leadership Network will focus on developing school leaders as strong instructional leaders. Hattie's (2009) review of factors that impact student achievement found a mean effect of 0.57 of leadership influences on student achievement indicating that leaders play a significant role in changing outcomes for students. School leaders who take an active role in what happens in the classroom see greater gains in student achievement. Specific sessions of the Literacy Leadership



Network will provide school leaders training in aspects of instructional leadership and provide opportunities for collaboration.

While the role of school leaders is critical to the school improvement process, Dufour and Marzano (2011) argue that no single person has the ability to transform a school. They state that shared leadership from the district, school, and teacher levels must be leveraged to create lasting change. A Wallace Foundation report (2010) found that implementing collective leadership structures had a significant positive effect on student achievement. It also positively impacted teacher motivation, which led to better teacher retention. Therefore, the second prong in the Literacy Leadership Network will focus on developing a shared leadership structure by helping schools develop strong school leadership teams.

School teams will be guided through processes such as data analysis, developing action plans, self reflection and learning how to use tools such as the Continuous Improvement Cycle (*Park, et al for The Carnegie Foundation, 2014*), the Hexagon Tool (*Metz & Louison, 2018*), and other tools grounded in implementation science. Literacy Leadership Network (*Professional Learning Community: Emergent Literacy, IES*) sessions will focus on the activities outlined in Table 1 with session content grounded in evidence-based tools from IES, The National Center on Early Child Development, Teaching and Learning, and the Center for Assessment.

The final strand of the Literacy Leadership Network will focus on developing

instructional coaching. A 2018 meta-analysis indicated that coaching improves teaching and learning for students, and provides increased support for instructional strategies. Considering the remoteness of many Montana school districts and the difficulty in staffing, a full time instructional coach will not be required. However, each district will need to develop a structure to provide coaching using either a dedicated coach, trained teacher leaders or a peer coaching model. These individuals will be a part of the leadership team and will also attend Literacy Leadership Network sessions focused specifically on coaching.

Each school year will conclude with a final session including the full leadership team, where data will be reviewed, goal completion will be analyzed and action planning for the next school year will begin. The goal of this initial work with the Literacy Leadership Network is to ensure there is a solid foundation in every building that will facilitate the implementation of the Effective Practices selected in each district.

**Table 1. Montana’s CLSD Literacy Leadership Network/Professional Learning Community: Emergent Literacy Session Topics**

Implementation science and building sustainable literacy systems with reasonable goals, timelines, and feedback cycles
Building evidence-based state and district literacy plans

Establishing and refining coaching models and feedback loops for instruction, including identifying key dates and district-determined accountability measures
Conducting data analysis and formulating aligned decision-making
Conducting district self-reflection and goal-setting
Conducting a district literacy assessment audit
How to review high-quality evidence-based curricula and create a repository for recommended materials
How to select and use culturally relevant literacy materials
Improving conditions for learning
Increasing family and community engagement
Designing literacy-based assignments between career-pathway and academic teachers.
High-quality first instruction and plans for remediation and acceleration
Other areas as deemed necessary by each district in their individual action plans

In addition to establishing Enabling Contexts at the LEA level, the Montana team will build the statewide context to help districts with implementation and sustainability. In

response to the statistics on teacher preparation courses cited above and in order to fulfill **Competitive Preference Priority 1**, the Montana team will work with Institutes of Higher Education to strengthen pre-service courses to ensure that teachers entering the field have a solid foundation in the Science of Reading and evidence-based practices. The SEA team will convene a meeting annually with faculty from our major universities to examine course objectives and content to make sure that all teachers have a strong background in the Science of Reading and evidence-based Practices before entering the field. The OPI will work with IHEs to identify early career supports and mentorship for preservice teachers in their first years of teaching. Also, the OPI will partner with IHEs to review and make recommendations to refine licensure/certification requirements related to teaching reading.

The final task intended to build content at the state level is a revision of the State Literacy Plan. The Montana Literacy Plan is currently due for revision, however, Montana is also in the process of adopting new English Language Arts standards. The team will revise the plan when the new standards are adopted in July of 2025. An updated Montana Literacy Plan will provide a current framework for subgrantees to develop their Local Literacy Plans as well as strengthen sustainability efforts.

Effective Practices: While the state will continue to focus on creating Enabling Contexts throughout the implementation of the grant, subgrantees will select and implement Effective Practices. Previous grantees have stated that they jumped to selecting evidence-based materials before they had the depth of knowledge to make the best

decisions. Therefore, the first Effective Practice schools will engage in, is high-quality professional development.

In the words of Louisa Moats, “Teaching Reading is Rocket Science” (*Moats, 2020*). Literacy instruction is complicated and requires a high level of knowledge to be effective. However, according to the National Council on Teacher Quality, only 25% of teacher preparation programs teach all five components of reading. Over 40% of programs are still teaching practices that are contrary to the research (*National Council on Teacher Quality, 2023*). When this is considered alongside data that shows that high need schools have higher rates of inexperienced teachers, the need to increase teacher knowledge is even more important. In addition to increasing teacher knowledge, high quality professional development has also been shown to increase student achievement (*Cole, 1992; McCutchen et al., 2002*). Since our goal is to raise the reading achievement of students in the most high need areas, providing high quality professional development is critical.

The Montana Implementation Plan will have three strands of professional development for participating schools. First, OPI will provide critical training in the knowledge base of the Science of Reading to all CSLD educators. The SEA team will review and develop a list of approved curriculum and professional development so schools can choose the option that best fits their needs. After completing their training in the Science of Reading, schools will be supported as they develop ongoing professional development plans to meet the unique, individual needs of their teachers to provide feedback and

support while teachers implement the strategies with students. Throughout the Literacy Leadership Network sessions, coaches will be guided in how to help teachers analyze the effectiveness of the strategies by analyzing their own students' results.

Second, while many states and projects have focused on elementary teachers for Science of Reading training, Montana identified a specific need to accelerate efforts to reach adolescents at risk of dropping out. Prior to COVID-19, the dropout rate in Montana sat at 3.6% or 1,634 students statewide, including 8.4% of students for Montana's American Indian student population. Three years later, Montana saw a vast increase in dropout rates with overall rates at 4.0%, or 1,920 students - 578 of whom were American Indian students representing nearly 11% of Montana's American Indian student population. In order to address this immediate need (and as part of fulfilling **Competitive Preference Priority 2**), OPI will put a specific emphasis on adolescent literacy by providing training to support implementation of disciplinary literacy in middle and high school. OPI's focus will be on implementing the strategies included in the IES practice guide, "Improving Adolescent Literacy" and tying all content areas into teaching comprehension and writing. Research shows providing support for content area teachers in reading and writing instruction in all content areas is one of the largest levers of enhanced student performance in the upper grades (*Boryga, 2022*).

With Montana's widening drop-out rate among American Indian students, it is imperative that schools receive training and information on purchasing curriculum that supports all learners, particularly those with American Indian students, one of our at-risk subgroups.

Research shows that students who see themselves represented in academic curricula are more successful (*Muniz, 2019-2020*). In addition, selecting curriculum material that is unbiased supports all learners. The OPI will also provide engaging professional development on to use and integrate culturally responsive materials and practices. “When culturally responsive educators validate and affirm students and bring them where they need to be academically, students are more likely to feel recognized, valued for their contributions, and eager to learn.” (*Hollie, 2017*).

Within the professional development for middle and high school teachers, the OPI will help career-pathway and academic teachers to design literacy-based assignments that engage students in reading complex technical and college-readiness-level content and demonstrating understandings through written products (*Bottoms, 2022*). “When students can apply what they've learned in academic courses within a career context, it motivates these learners and increases retention of academic concepts” (*National Research Council, 1999*). This will ensure that every secondary teacher is highly knowledgeable in teaching the literacy of their specific discipline as well as fully capable of supporting struggling readers in their classrooms.

The final strand of professional development will involve targeted professional development and collaboration around specific, disadvantaged subgroups. Each school will identify key staff members to participate in cohort training for specific underserved student populations (**Competitive Preference Priority Area 3**). At a project level, the SEA will provide specific training related to specific underserved populations. Each

year, a different population will be identified and key staff members in each building will participate in targeted training on serving the identified subgroup. The team will also host a virtual community of practice (*Hernaez and Campos, 2011*) each year focused on the identified subgroups. The benefits of communities of practice are outlined in Table 2. These communities of practice will provide opportunities for school personnel to receive short, focused trainings related to the identified subgroups, discuss problems of practice, and participate in collaborative problem solving. The SEA will begin this process focused on students with dyslexia, will move to English Learners and then will select the remaining subgroups based on feedback and need from participating districts.

**Table 2. Evidence-Based Benefits of Communities of Practice (*Alee, 2000*)**

Helps develop a common language, methods, and models around specific competencies
Extends knowledge and know-how to diverse people
Helps retain knowledge when there are workers leaving the organization
Increases access to knowledge throughout the organization
Provides the significance of sharing power and influence with the organization's formal part
Helps people carry out their work



Provide a stable sense of community with other people in the organization and with the company
Promote a sense of identity based on learning
Helps develop individual abilities and competencies
Provides people with personal challenges and opportunities

Grounded in the knowledge gained from the professional development provided to all teaching staff, the SEA will then guide leadership teams through a materials and assessment audit to identify gaps in the assessments and culturally relevant, evidence-based materials within their buildings. Leadership teams will then return to their sites and will facilitate the selection of evidence-based curriculums, materials and strategies to ensure that all disadvantaged students have access to HQIM that are culturally relevant.

A 2017 RAND report (*Opfer, Kaufman & Thompson, 2017*) examined the instructional materials found in classrooms across the country. They found that most classroom materials were a mix of published curricula, online lessons, self-developed materials and may or may not be well-aligned to standards. Research on the instructional materials has shown that HQIM have a positive impact on student outcomes. (*Chingos & Grover, 2012*). Implementing HQIM was found to have a 0.17 positive effect on student outcomes. Specific curriculum related to the foundational reading skills has an

effect size of 0.60 on student outcomes (*Hattie, 2009*). These effects are even more pronounced for students who receive instruction from less effective teachers (*Jackson & Makarin, 2016*). Considering the data shared above indicating that high poverty districts tend to have teachers who are less effective and have less experience, it is critical that these districts implement HQIM to ensure that students have the best chance of achieving strong outcomes.

The Montana team is committed to ensuring that every participating CLSD district establishes a system of comprehensive literacy instruction, including HQIM at each tier of instruction. The initial adoption of materials will focus on core instructional materials as we are committed to providing the best first instruction for each student in an effort to limit the need for intervention. Beginning the spring of Year 2 the SEA team will work with districts to begin selecting core instructional materials for implementation. These HQIM will be paired with evidence-based instructional strategies from the identified IES Practice Guides so that all students receive the best first instruction possible. After core materials have been implemented the SEA team will work with districts to select high quality intervention materials as needed in each building.

Effective Implementation: The last several years of the grant will mostly be focused on supporting effective implementation. By this time, coaches or teacher leaders will have participated in multiple training opportunities through the Literacy Leadership Network and will have spent much of the early years of the grant establishing relationships with staff in their buildings. These supportive roles will be heavily relied upon to ensure that

every teacher in every school has the opportunity to implement their learning from professional development and can successfully implement the selected evidence-based materials and strategies. By implementing materials slowly and with consistent coaching support and consistent observation and feedback, we hope to strengthen the overall implementation of each component of the comprehensive literacy plans.

For the final piece of the implementation plan, Montana will focus on strategies to retain high quality teachers. One of the keys to ensuring new practices are sustained is ensuring retention of staff. Data from school year 2022-2023, indicates that 93.22% of comprehensive support schools (schools identified in the bottom 5%) and 96.45% percent of targeted support schools (schools that have a subgroup performing like the bottom 5%) had turnover. When teachers and principals are given meaningful decision-making authority, have opportunities for professional learning and collaboration, and are provided early career mentorship and support, they are more likely to be retained in the profession (*Berry, et al, 2019*). In order to meet **Competitive Preference Priority 4**, the Montana team will work with subgrantees to provide high quality mentors to provide individual support to these teachers in addition to the coaching support they will receive. Mentors will help teachers lesson plan, be thought partners in problem solving and support them as they learn how to navigate the education system in Montana. The Montana Team believes that by implementing each piece of the Active Implementation Formula described above, subgrantees will have the best chance at achieving significant outcomes.

## **Management Plan**

OPI draws on experience from administering prior CLSD awards in the development of the management plan for the FY2024 CLSD grant. The budget ensures that adequate human and technical resources will be effectively deployed in a reasonable timeline to accomplish the stated goals and objectives of the project.

Broad areas of management include: (1) execution and monitoring of subawards; (2) project services provision for awarded Subgrantees; (3) tasks for system-wide coordination; and (4) procedures to ensure feedback and continuous improvement for project operation. OPI will utilize the Active Implementation Framework embedded in the Project Design to ensure continuous improvement in the operation and implementation of the project.

The management plan and budget includes funding for continuity of the current Project Director, Rachel Gott, who has successfully overseen the administration of CLSD funding for over 3 years. If awarded, Rachel will continue to oversee the administration and management of this grant, including budget management, program implementation, compliance and reporting. The Project Director will also ensure that funds are allocated appropriately and spent according to guidelines, supervise literacy specialists and oversee the implementation of professional learning while preparing detailed progress reports and collaborating with stakeholders including educators, community organizations and decision-makers to support literacy initiatives. The Project Director will be supported by 2 CSLD Specialists, as well as Institutes of Higher Learning and a professional, experienced evaluator to ensure continuous feedback and improvement throughout the project.

As with the current literacy grant, three leadership members within the Montana Office of Public Instruction (OPI) will provide leadership guidance to the project director and support the implementation of the new CSLD grant: Julie Murgel, Chief Program Officer; Marie Judisch, Senior Manager of the Teaching and Learning Department; and Christy Mock-Stutz, Assistant Superintendent.

The drafted monitoring plan for the project is outlined below.

## CLSD 2024 Application Monitoring Plan

**Objective 1: Identify and build the capacity of districts serving the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.**

*Performance Measure 1:* OPI will competitively award approximately 30 subgrants to high-need LEAs as identified by percent of students living in poverty and students performing below grade level as indicated on state assessments. By June of 2025, all subgrant applications will be reviewed and funds will be distributed to LEAs selected based on need and high-quality applications.

Activities	Indicators of Success	Timeline	Responsible Parties
Create and release subgrant application and notify eligible subgrantees	Application includes all required application components All eligible entities are notified of eligibility	Sept. - Dec. 2024	OPI
Provide subgrant application training	Webinars on: <ul style="list-style-type: none"><li>• Needs Assessment</li><li>• PD Plan</li><li>• MTSS, specifically identification and comprehensive literacy instruction</li><li>• ESSA Evidence levels</li></ul>	Jan - March 2025	OPI
Subgrantee review/selection	Approximately 30 subgrantees notified of funding and prepared to begin implementation	April - June 2025	OPI Grant Reviewers

*Performance Measure 2:* OPI will support eligible LEAs through professional development and technical assistance as they adopt culturally relevant and evidenced-based HQIM and develop a comprehensive Multi-Tiered System of Support to identify and meet the needs of all students, especially identified disadvantaged subgroups. By spring of year 4, 100% of subgrantees will have identified and/or purchased culturally relevant, evidence-based HQIM and strategies for all students at all levels of instruction.

Initiate Self-Assessment of MTSS practices and develop a plan	SEA reviews results and plan with each district	Year 2 - 5	LEAs
Subgrantees engage in curriculum and assessment audit	SEA provide training on ESSA levels of evidence and facilitate audit during Literacy Leadership Network	Year 2	LEAs with support of OPI
SEA creates an optional repository of culturally relevant and evidence-based materials	Reviewers are created and repository is published on the website for all LEAs	Year 2	OPI and reviewers
Subgrantees select and implement culturally relevant and evidence-based curriculum	SEA reviews curriculums during site-based monitoring	Year 2-5 as needed	LEAs with OPI support
<i>Performance Measure 3:</i> Increase the percentage of students performing at or above proficiency by 10% as identified by local benchmark measures (PreK-2) or state ELA assessments (3-8 & high school).			
Collect Baseline data	External Evaluator establishes data sharing agreements with LEAs and collects baseline data	June-Aug. 2025	External Evaluator LEA OPI
Collect data yearly	External evaluator publishes yearly evaluation	Sept./October & May/June Yearly	External Evaluator LEA OPI
<b>Objective 2: Increase the number of disadvantaged students who have access to effective educators prepared to implement and sustain scientifically based reading instruction.</b>			
<i>Performance Measure 4:</i> Increase the level of knowledge in the Science of Reading by at least 50% in all teachers and school leaders who participate in SoR professional development as measured by pre and post test results.			

Establish approved Professional Development providers	SEA conducts review and publishes list of providers	Year 1	OPI
Participating staff take pre-test	Pretest data collected by SEA	Year 2	OPI/LEAs
Subgrantees select and receive PD from providers	Subgrantees receive training	Year 2-5	LEAs and PD Providers
Participating staff take post-test	Post test data collected by SEA	As training is completed	LEAs & OPI
<i>Performance Measure 5:</i> By the end of year 5, 100% of CLSD schools will have participated in instructional leader development designed to create school leaders whose primary role as an instructional leader is to provide observation and feedback, lead data analysis conversations and team planning and ongoing professional development in evidence-based literacy practices.			
Schools identify selected school leader for participation	SEA creates roster of participating school leaders	Year 2	LEAs
School leaders attend relevant Literacy Leadership Network events	SEA collects participation data	Years 2-5	OPI & LEA
School leaders and coaches begin implementing learning in school settings	SEA monitors implementation through leadership team meetings and on-site monitoring	Years 2-5	LEAs
<i>Performance Measure 6:</i> By the end of year 5, 100% of CLSD schools will have participated in training to identify and provide literacy specific instruction to underserved populations, specifically focusing on dyslexia and English Learners <b>(Competitive Preference Priority 3)</b> .			
LEAs identify staff members for participation	Roster of participants created	Years 2-5	LEAs



Coordinate Community of Practice sessions	Calendar of sessions and topics distributed to participants	Years 2-5	OPI
Training is provided through regular communities of practices	SEA collects participation data and monitors implementation through desk and on-site monitoring	Years 2-5	OPI
<i>Performance Measure 7:</i> At least once per year, the SEA will facilitate collaborative conversations between the SEA and IHE partners to examine the quality of preservice courses related to literacy development and ensure alignment to evidence-based practices and identify ongoing support for teachers beyond the Educator Preparation Program.			
State partners convene IHE to strengthen and enhance pre-service courses	Collaborate with IHEs to vet and strengthen course objectives	Years 2-5	OPI & IHEs
<i>Performance Measure 8:</i> By the end of year 2, the SEA and IHE partners will review and make recommendations to refine licensure/certification requirements related to teaching reading.			
State partners convene IHE to refine licensure/certification requirements	Collaborate with IHEs to recommend licensure/certification requirements	Years 2-5	OPI & IHEs
<b>Objective 3: Strengthen systems at both the SEA and LEA levels to provide and implement high-quality evidence-based literacy instruction.</b>			
<i>Performance Measure 9:</i> One hundred percent of LEAs will establish leadership teams by the end of Year 1 .			
Leadership teams are established	Teams convene for baseline data analysis and goal setting	Year 1	LEAs
Leadership Teams participate in Literacy Leadership Network, data analysis and goal setting.	SEA distributes calendar of meetings and collects participation data	Years 2-5	OPI and LEAs

<i>Performance Measure 10:</i> Leadership Teams and teacher leaders will participate in at least 80% of Literacy Leadership Network meetings designed to guide site based implementation and support classroom teachers in the implementation of SoR professional development.			
Plan for Literacy Leadership Network attendance	Calendar of meetings and topics published	Years 2-5	OPI
Convene Literacy Leadership Network	SEA collects participation data	Years 2-5	OPI
<i>Performance Measure 11:</i> The SEA will build at least two additional courses each year in the Teacher Learning Hub to assist schools with implementation and sustainability of evidenced-based literacy practices that will be required for educators at each subgrantee school.			
Identify pertinent topics	Use survey results from subgrantees to determine needed topics	Years 1-5	OPI & LEAs
Create courses	Publish courses in the Teacher Learning Hub	Years 1-5	OPI
<i>Performance Measure 12:</i> The SEA will update and publish a revised copy of the Montana Literacy Plan by July of 2026, utilizing resources from the CLSD National Literacy Center.			
Complete review of current MLP	Use SLP review tool to complete a review of current MLP	Year 1	OPI
Convene team to update the Montana Literacy Plan	Update and publish revised MLP	Year 2	OPI, LEAs, IHEs
<i>Performance Measure 13:</i> One hundred percent of participating schools will complete a high quality Local Literacy Plan that incorporates all culturally relevant HQIM, evidenced-based strategies and family and community engagement systems developed through participation in the Literacy Leadership Network.			
Subgrantees review current Local Literacy Plan	SEA facilitates a review of Local Literacy Plans and discusses next steps with districts during monitoring	Year 2	SEA, LEAs

Teams build each piece of Local Literacy Plan after Literacy Leadership Network sessions	SEA facilities learning on LLP components <ul style="list-style-type: none"> <li>• Assessment of Needs</li> <li>• MTSS</li> <li>• Comprehensive Literacy</li> <li>• Professional Development</li> </ul>	Years 2-5	LEAs with support from SEA grant specialists
Finalize LLPs	Subgrantees present completed LLPs to SEA.	Year 5	LEAs
<i>Performance Measure 14:</i> The SEA will meet with the state agency responsible for early childhood education (DPHHS) annually to review preK outcomes and discuss next steps.			
SEA convenes meeting with DPHHS to strengthen early childhood programming	SEA and DPHHS review early childhood data and plan for coming year.	Years 2-5	OPI, DPHHS

In addition to overall project monitoring, the Montana grant team will regularly monitor subgrantee implementation. Each subgrantee will be assigned to one grant specialist who will be responsible for regular communication and collaboration with their subgrantees. The grant specialists will provide technical assistance throughout the year with support from the Project Director. Implementation will be monitored through regular collection of documentation such as Action Plans, data and end of year reports. In addition, grant specialists will conduct one in-person monitoring visit each year and one virtual desk monitoring each year. Written feedback will be provided to subgrantees after each official monitoring visit to provide them with strengths and next steps in implementation as well as documentation of any implementation requirements they are missing including a timeline for ensuring implementation is corrected.

### **Project Services**

For all awarded subgrantees, project services for the Comprehensive Literacy State Development Grant will include the following components: Leadership Development Services, Professional Development Services to Improve Literacy Outcomes for Students, and Technical Assistance Services to identify and implement high-quality, evidence-based literacy curriculum and strategies for at-risk student groups. The SEA identifies the following disadvantaged subgroups: students in schools with high percentages of American Indian students (*Education Northwest, 2018*), students in schools identified by the Montana Accountability System (2023) as schools in need of support and improvement, students in schools with high percentages of students with

disabilities; Students in schools with high percentages of English learners; and students in schools with high percentages of students eligible for free or reduced lunch.

Leadership Development Services: In order to successfully implement new literacy practices, schools must develop support systems. These support systems will include instructional leaders including coaches and mentors, leadership teams, and an effective literacy plan. The SEA will develop a Literacy Leadership Network to provide on-going training to build capacity of school's own personnel as literacy leaders. Research suggests that teacher leaders play a critical role in creating sustainable improvements in teaching and learning, (*Jacques, et al., 2016*). In addition, implementation science research indicates that relationship building is a key component of any change initiatives (*Metz et al., 2021*) Expanding leadership opportunities within schools promotes teacher retention and educator diversity, while providing opportunities for teachers to lead beyond their classrooms. By providing strands of the Literacy Leadership Network training through each year of the grant, the SEA will support LEA's to ensure leadership sustainability during the grant and beyond to support educators in improving student outcomes.

Professional Development Services to Improve Literacy Outcomes for Students:

Professional Development (PD) Services are designed to help at-risk student groups improve literacy proficiency through improved literacy instruction. To ensure equal access and opportunity for disadvantaged subgroups, PD Services will focus on the following Project Design Elements: PD on the Science of Reading, PD on transition

plans to Kindergarten, PD on culturally relevant practices and materials, PD on literacy-based assignments for career pathways; supporting communities of practice focused on selected disadvantaged subgroups, PD on data analysis, PD on educator self-reflection and goal-setting, and effective implementation of the PD services. High quality professional development has been shown to increase student achievement (*Cole, 1992; McCutchen et al., 2002*), and by providing high-quality professional development on the Science of Reading, identification and implementation of evidence-based practices and materials, and PD on disciplinary literacy, the SEA expects to see improvements in student outcomes, particularly those in identified subgroups.

Technical Assistance Services: The SEA will provide subgrantees technical assistance services in the following areas: creating a school leadership team, identifying and implementing culturally relevant, high-quality, evidence based literacy curriculum and strategies for at-risk student groups, creating a local literacy plan, and working with grant partners, including IHEs and early childhood providers (**Invitational Priority and Competitive Preference Priority 1**), to support literacy instruction for all students. The OPI will provide training and support for schools to conduct their own literacy audits before purchasing curriculum. Students who receive instruction with culturally relevant high-quality instructional materials have better outcomes, particularly when they have instruction from less effective teachers (*Jackson & Makarin, 2016*). Guiding schools as they create their own literacy plans, based on their own findings of their literacy audits, while relying on their leadership team's expertise allows schools to determine their needs and select an appropriate curriculum based on those needs. For example,

schools with high teacher turnover may identify that as an area of need, and then have the opportunity to support new teachers with mentorship opportunities through Montana's IHE programs.

## **Project Evaluation**

Education Northwest, a nonprofit educational research organization based in Portland, Oregon, will conduct an independent evaluation of MT OPI's CLSD. Leveraging 20 years of experience evaluating literacy initiatives in Montana, Education Northwest will work closely with MT OPI project staff to ensure evaluation activities complement their administration and monitoring activities and that evaluation instruments have content validity as well as provide valuable formative feedback. The evaluation will use a mixed-methods approach, collecting qualitative and quantitative data from multiple sources. Analyses will support continuous improvement and assess the extent to which educators in subgrantee LEAs implement grant practices to improve outcomes for preschool through grade 12 students and disadvantaged populations. Education Northwest's Internal Review Board (FWA00005456) conducts expedited reviews of any research projects that use student level, personally identifiable information and is able to ensure ethical evaluation practices.

The evaluation will mirror the Active Implementation Formula (Table 3) to assess the strength with which effective practices, effective implementation, and an enabling context allow significant outcomes to be achieved. Table 3 lists the six research questions by the four components of the formula.

**Table 3: Research questions aligned to Active Implementation Formula**

Effective practices	<p>1. In what ways were educators introduced to evidence-based and science of reading practices? How were these opportunities received by participants?</p> <p>2. What evidence-based and science of reading practices were addressed in grant-sponsored professional learning opportunities and pre-service education coursework? Are they aligned with What Works Clearinghouse practice guide recommendations?</p>
Effective implementation	<p>3. To what extent did educators engage in evidence-based literacy instruction and in the science of reading?</p>
Enabling context	<p>4. To what extent did district/school leaders build literacy leadership team members' capacity to support sustainable implementation of effective practices?</p>
Significant outcomes	<p>5. Was there a change in student literacy outcomes (PK-12) at schools that received CLSD grant funding?</p>

Sources: [SISEP](#) and Education Northwest.

The mixed-methods evaluation will employ the following data collection tools and will allow for the triangulation of findings.



Document Review: The evaluation team will review professional learning materials (e.g., agendas, slide decks) available from MT OPI (e.g., focused on the science of reading, culturally relevant materials, evidence-based practices, implementation science), the Literacy Leader Network meetings, Montana Teacher Learning HUB website, documentation from the collaborative review of general education and reading specialist coursework, and IES practice guides. In addition, literacy team members will be asked to update a form during each meeting that summarizes effective practices that are being addressed in professional development and coaching.

Observation Log: The evaluation team will develop an online observation form for observers (e.g., school leaders, literacy coaches, instructional consultants, peer coaches) to document the extent to which evidence-based practices supported by grant funding are implemented in the classroom with a level of fidelity/proficiency. The observation form will be supplemental to any tool developed by the school/district and provide a succinct way for data to be submitted to the evaluation team.

Educator Surveys: Three surveys will be administered, each focused on different aspects of grant implementation:

- Professional learning survey: Following any grant-funded professional learning experience (e.g., offered at OPI's monthly Literacy Leadership Network meetings or onsite at subgrantee schools), participants will be invited to complete a survey

that addresses the quality of the delivery and content and respondents' perceptions of the practice(s) related to usability, preparedness, and implementation.

- Non-literacy team survey: At the end of the school year, educators who are not members of the school/district literacy leadership team will complete a survey that addresses aspects of their effective implementation (e.g., confidence, frequency, and fidelity) of practices and enabling context (assembling teams and improvement cycles) related to leadership team members.

- Literacy leadership team survey: In spring or fall 2025 and each subsequent spring, literacy leadership team members will complete a survey that addresses aspects of enabling context. The survey will be based on two documents: First, Education Northwest's Literacy Implementation Continuum (Education Northwest, 2023) from Implementing the Science of Reading - A Framework for Literacy Leadership Development was developed to support instructional leadership in implementing the science of reading. The continuum addresses four key components of effective leadership—Charting the Path, Content Knowledge, Supporting and Monitoring, and Collaborative Literacy Culture—and aligns with key aspects of CLSD leadership, including developing and leading a literacy leadership team, adopting curriculum, developing multi-tiered systems of supports, understanding the science of reading, providing observations and feedback, leading data analysis conversations, and engaging in team planning and ongoing professional development. Second, the survey will be based on the

Practice Guide to Supporting Implementation: What competencies do we need? (Metz *et.al*, 2020). The guide address key principles and competencies in three domains—co-creation and engagement, ongoing improvement, and sustaining change—and will assess the extent to which leaders are building their capacity to develop and enabling context to support sustainable change.

Student Literacy Assessments: Education Northwest will establish a data sharing agreement with MT OPI and any subgrantee district sharing student literacy assessment data with the evaluation team. Education Northwest uses ShareFile, a secure file transfer protocol and will establish accounts for MT OPI and each participating district to upload student assessment data required for the evaluation. Across all assessments (preschool, K-2, and 3-12) the evaluation team will determine the percentage of students deemed not proficient (e.g., tier 2/3, strategic/intensive support, not/partially proficient) and proficient (e.g., tier 1, benchmark support, proficient/advanced) in fall and spring. The analysis will be disaggregated by LEA, grade, and by key disadvantaged student groups (e.g., participation in special education services and English learners). Beginning in 2025-26, for students participating in MAST, either OPI will recommend schools (or the evaluation team will engage in matching to identify a set of students not participating in the grant with similar background demographics as students in subgrantee schools) to identify whether differences exist in proficiency level from one year to the next. The analysis will be

disaggregated by grade by key disadvantaged student groups. These analyses will support the SEA and LEAs in planning their work each fall.

Table 4 aligns the research questions to the data collection.

**Table 4. Research questions aligned to data collection**

Research question	1	2	3	4	5
Data collection					
Document review	X	X			
Observation log			X		
Professional learning survey	X	X	X		
Non-literacy team survey			X	X	
Literacy team survey				X	
Student literacy assessments					X

Source: Education Northwest

Reporting: The evaluation team will provide MT OPI with two deliverables: (1) To inform continuous improvement efforts, the evaluation team will analyze professional learning survey responses and provide MT OPI with summaries, disaggregated by professional learning experts and LEA, quarterly (e.g., November, January, March, and with annual

report). (2) An annual report will summarize findings from all data collected during each school year, including calculating the performance measure for four-year-old children.

## **Assurances**

The Montana Office of Public Instruction will comply with all required components of the federal application as spelled out in the Notice Inviting Applications. OPI will ensure continuing collection of data through the statewide Comprehensive Needs Assessment (CNA) for goal setting.

The OPI assures that it will use grant funds as described in the NIA such that 95% of funds will be sub granted to eligible subgrantees based on need and high quality applications. Additionally, funds will be distributed as described in 222(f) such that, 15% is distributed to programs and activities pertaining to children from birth through kindergarten entry, 40% are distributed for activities pertaining to kindergarten through grade five, and 40% are distributed for activities pertaining to grades six through twelve.

The OPI assures that it will give priority to subgrants serving low-income and high need students as described in the eligibility criteria laid out in this implementation plan.

The OPI assures that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Other Attachment File(s)

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\* Mandatory Other Attachment Filename: 1237-Mandatory Attachments.pdf

Add Mandatory Other Attachment Delete Mandatory Other Attachment View Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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## Rachel Gott, PhD

*Dedicated educator with 16 years of experience working in a variety of educational roles including classroom teacher, interventionist/coach, trainer, consultant and grant manager. Additional experience working at the state level to implement new state initiatives, manage budgets, oversee development and roll-out of professional development, and manage data systems to ensure high quality instruction.*

### Experience

#### **Montana Comprehensive Literacy State Development Project Manager August 2021- Present**

- Oversee budgets and monitoring processes for 33 districts participating in the CLSD program for Montana.
- Support schools in their continuing implementation of grant processes and instructional change.
- Oversaw the work of two grant specialists supporting the schools and the grant work.

#### **Instructional Coordinator, Montana Office of Public Instruction January 2018 – August 2021**

- Worked with sub grantees of MCLP and MCLSDP schools to align use of grant funds with goals to increase student achievement and teacher knowledge.
- Assisted in the coordination of grant meetings and provided professional development on topics relevant to grant schools.
- Supported schools as they developed systems and structures to meet the needs of all students and ensure sustainability to grant practices.

#### **Early Literacy Grant Manager, Colorado Department of Education August 2015 - Dec. 2017**

- Manage all aspects of the Early Literacy Grant, a state funded K-3 comprehensive literacy grant aimed at reducing the number of students performing at risk and increasing the number of students performing at grade level through the implementation of Scientifically Based Reading Instruction.
- Oversee the development of two state wide professional development projects including both in-person and virtual training models.

#### **Literacy Consultant, Colorado Department of Education April 2013 – August 2015**

- Helped to implement the Colorado READ (Reading to Ensure Academic Development) Act including writing State Board of Education Rules, providing outreach to school districts by writing and delivering professional development, training schools to implement READ approved assessment and analyze data to inform instruction.
- Participated in PARCC item development and data analysis meetings

#### **Graduate Assistant & Literacy Consultant August 2009 – March 2013**

- Assisted in multiple research studies such as the examination of language acquisition using EEG, developing a morphology measurement tool and assisting with article publication.
- Assessed staff at the MTSU Center for the Study and Treatment of Dyslexia in the testing of students to determine dyslexia diagnosis, write reports, consult with parents and teachers and align instructional recommendations to school literacy programs.
- Worked with MTSU Center staff in the implementation of a state funded reading grant. Completed all pre-testing for students and provided weekly tutoring for two groups of struggling readers using *S.P.I.R.E.* Also provided professional development for school staff regarding dyslexia and SBRR instruction

#### **Classroom Teacher, Interventionist and Coach 2006 - 2009**

- Worked as a classroom teacher in various settings including preschool, Kindergarten, and third grade in various schools in Anchorage, Alaska.

- Worked as a middle school teacher at Gateway School and Learning Center, a school for students with dyslexia.
- Provided intervention and assessment services for students needing additional literacy and math instruction.
- Provided coaching support to all new teachers at Gateway school

## Education

### **Middle Tennessee State University 2010-2013**

Ph.D. in Literacy Studies; Area of Emphasis: Reading Disabilities; Dissertation Title: *The Effects of Cross-Age Tutoring on the Reading Abilities of Elementary School Students*

### **Middle Tennessee State University 2009-2010**

M.Ed. in Curriculum and Instruction; Area of Focus: Dyslexia Studies

### **Montana State University – Billings 1999 – 2003**

B.S. in Elementary Education; Minor in Reading; Graduated *Magna cum Laude*

## Skills

- Foundations of Literacy Instruction Trainer
- Language Essentials for Teachers of Reading and Spelling (LETRS) Trainer of Trainer, Modules 1-6
- DIBELS Mentor and depth of knowledge with IStation, IReady, PALS, Aimsweb, FAST, and STAR Early Learning
- Trained in numerous literacy and math programs for use with universal and intervention instruction

## References

Terri Barclay - Supervisor, Montana Office of Public Instruction

[REDACTED]

Donna Bright – Supervisor, Colorado Department of Education, Office of Literacy

[REDACTED]

Pati Montgomery – Supervisor at Colorado Department of Education, Currently Literacy Consultant

[REDACTED]



# MARIE Y. JUDISCH

## EDUCATION

### M.S. - EDUCATIONAL LEADERSHIP

- Montana State University 2014 - 2016
- Selected Outstanding Graduate by Faculty
  - Coursework: Planned Change, Supervision of Instruction, MT School Law, Schools and Diverse Communities, MT School Finance, Instructional Leadership, School Program Evaluation, 21st Century Leadership Skills, Special Education Law

### B.S. - ELEMENTARY EDUCATION

- Montana State University 2006 - 2011
- Graduated with Highest Honors

### B.A. - MEDIA AND THEATER ARTS: PHOTOGRAPHY

- Montana State University 2006 - 2011
- Graduated with Highest Honors

## EXPERIENCE

### MONTANA OFFICE OF PUBLIC INSTRUCTION

#### HELENA, MT

Senior Manager of Teaching and Learning  
April '23-Present

#### EDUCATIONAL LEADER

- σ Oversees department units including Career & Technical Education, Adult Education, State Assessment, K-12 Content Standards and Instructional Specialists, Montana Comprehensive State Literacy Grant,
- σ Collaborates with other managers in the implementation of agency initiatives including Math Innovation Zones, revision of content standards, and the Montana Aligned to Standards Through-Year (MAST) Assessment
- σ Coordinated and participated in negotiated rulemaking for the Administrative Rules of Montana for assessment and content standards
- σ Awarded the Montana Governor's Award for Excellence in Performance with MAST leadership team

### CONRAD PUBLIC SCHOOLS

#### CONRAD, MT

Meadowlark School Principal, PK-3 | '16-'23

- Instructional Teacher | '16 - '23
- 21st CCLC Grant Admin | '16-'23
- District Testing Coordinator | '17-'23
- District Curriculum Coordinator | '16-'19
- Gifted and Talented Coordinator | '17-'19
- Data Coordinator | '17-'19

#### BUILDING LEADER

- σ Fulfilled the role of P-3 principal along with various other roles through multiple curriculum and program adoptions, implemented effective educator evaluations, revamped student support systems, navigated the Covid-19 Pandemic, fostered family collaboration, established conscious discipline practices, and embedded proficiency-based learning

#### LIFELONG LEARNER

- σ Lead the drive toward evidence-based reading instruction in the elementary grades with the implementation of Science of Reading practices and professional learning
- σ Taught kindergarten through 7th-grade core and intervention classes in math, reading, and writing each year. Implemented personalized learning of 7th grade math students, tailoring instruction to meet individual needs.
- σ Successfully execute WIN (What I Need) Time for math and reading to meet student needs at all levels based on data-driven decisions including intentional use of diagnostic assessments

#### COLLABORATIVE INNOVATOR

- σ Created an atmosphere of public practices with development of a teacher/colleague observation program working toward common teaching methods aligned with best practices
- σ Collaborated with the 21CCLC team to earn a \$256K, 5-year annual grant for out-of-school learning, including the implementation of the Conrad Schools Trades Academy featuring the first partnership in the nation with John Deere University
- σ Member of leadership team for the implementation of personalized learning for the CPS District, including reimagining the mission and vision of the district, and a panelist for MT legislators on transformational learning policies

# EXPERIENCE

## ANDERSON SCHOOL

BOZEMAN, MT

Administrative Intern | '15-'16

Classroom Teacher

• 4th Grade | '13-'16

• Kindergarten | '12-'13

MTSS Math Interventionist | '11-'12

## CLASSROOM EDUCATOR

- Successfully managed a general education classroom with a focus on differentiation and supporting the whole child, with no students scoring in the novice range in either subject and proficiency scores 64% or higher
- Formally mentored new hires, practicum, and student teachers
- Conducted Professional development and Adult Education sessions focused on technology integration, professional growth, mentorship, and mathematical practices
- Member of Multi-Tiered System of Support (MTSS), Technology, and School Leadership Committees
- Guest lectured undergraduate Literacy Classes at Montana State University
- Completed initial alignment of the 4th grade curriculum to Montana Content standards for both ELA and Math and collaborated with staff to create standards-based grading
- Conducted, analyzed, and presented benchmarking and progress monitoring data and implemented aligning interventions in mathematics

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# PROFESSIONAL SKILLS

- |                               |                              |                                 |
|-------------------------------|------------------------------|---------------------------------|
| • Proactive Communication     | • Compassionate & Empathetic | • Task Efficiency               |
| • High Attention to Detail    | • Creative Problem Solving   | • Professionalism & Reliability |
| • Strong Work Ethic           | • Team Management            | • Visual Design                 |
| • Data-Driven Decision Making | • Data Analysis              | • Curriculum and Instruction    |

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# PROFESSIONAL PRESENTATIONS

Montana Board of Public Education

- Bi-Monthly 2023-2024, Content Standards Revisions, Early Literacy Targeted Interventions

Montana State Legislature

- Education Interim Committee 2023 - Science of Reading, K-12 Content Standards Revisions

Early Childhood Education Institute

- April 2024 - Implementation of House Bill 352 - Early Literacy Targeted Interventions

Montana Aligned to Standards Through Year (MAST) Summit

- February 2024 - Professional learning on curriculum alignment, assessment reporting, and teacher role-alike sessions for implementing the new innovative through-year assessment

# Julie Murgel

## Educational Leader & Innovative Thinker

Visionary | Innovative | Collaborative | Action-orientated | Accountable | Passionate

High degree of integrity. Dedicated, a learner(have a growth mind-set), ability to invest others to work together towards a common goal. Lead and develop a team; elevate, empower, and build leadership capacity in others; and driven towards success/achievement. I want to succeed personally and organizationally (Believe my success is an organizations success).

### NOTABLE ACHIEVEMENTS

- ✓ Awarded the **2023 Montana Governor's Award for Excellence in Performance** for innovation of a statewide through year assessment model.
- ✓ Participated in **negotiated rule making** for the Administrative Rules of Montana for multiple chapters: Accreditation, Assessment, Math Content Standards, World Language Content Standards, and English Language Proficiency Standards.
- ✓ **Facilitated and engaged a collaborative team** at the Montana Office of Public Instruction to **expeditiously draft** the Montana American Rescue Plan for the Elementary and Secondary School Emergency Relief Fund, which granted the OPI the remaining one-third (\$126,066,348) of federal funding to address the impact of the coronavirus pandemic on Montana students.
- ✓ **Enhanced and expanded continuous improvement services** for Montana Comprehensive schools, to improve student performance by engaging educators, families, community members, and tribal councils in diagnostic school reviews, implementation of innovative strategies, increased autonomy over funding, and customized professional development.
- ✓ **Raised awareness and advocated** to 1) Revise Montana licensure requirements that may increase access to qualified educators by reducing barriers, refining measures of effectiveness, and applying standards more equitably; and 2) upgrade the licensure system to offer educators a streamlined application process and specialists a highly effective, efficient evaluation system.
- ✓ **Networked and led a dynamic community** of educators and families to **obtain Innovation Status** at the third school in Colorado, which gave unprecedented autonomy over personnel, time, budgeting, and programming while increasing accountability and student outcomes.
- ✓ **Provided mentorship and coaching** for 15 leadership interns/residents to become urban school leaders.
- ✓ **Propelled academic success and operational effectiveness** at a 6-12th grade turn-around school, from a four-year graduation rate under 50% to an 86.4%, and 96.4% five-year graduation rate with a 1.4% drop-out rate. In 2017, the high school was ranked the 49<sup>th</sup> best high school in Colorado in US News and World Report.
- ✓ **Launched a re-design and revolutionized** a K-8 turn-around school, which became an effective rated school within three years and was awarded the State of Colorado 2010 Center of Excellence Award.
- ✓ **Sparked and nurtured innovation** by empowering educators to develop learner agency and deploy a competency based learning approach through the implementation of a middle school math Personalized Learning program.
- ✓ **Recognized as a top-tier secondary mathematics educator** as the **recipient of the State of Colorado 2002 Presidential Award of Excellence in Mathematics and Science Teaching** granted by the National Science Foundation

### EDUCATION

**DOCTOR OF PHILOSOPHY – University of Denver, Denver, Colorado, June 2005 to August 2011**

*Educational Administration and Policy Studies, the Morgridge College of Education*

**Dissertation:** *Preparing Transformational School Leaders: An Investigation into Leadership Style*

**NATIONAL PRINCIPAL ACADEMY, Relay Graduate School of Education – New York, New York, June 2017 to May 2018**

*Graduate School Credits for Instructional Leadership*

**MASTER OF ARTS – Regis University, Denver, Colorado, June 1998 to December 1999**

*Emphasis: Liberal Studies-Education*

**Thesis:** *Implications of Brain Based Learning and Constructivism for Standards Based Middle School Mathematics*

**BACHELOR OF ARTS DEGREE – Carroll College, Helena, Montana, August 1989 to May 1993**

*Major: Elementary Education, Minor: Mathematics*

## PROFESSIONAL EXPERIENCE

### Chief Program Officer

January 2022 to Present

#### Montana Office of Public Instruction

- Serves as one of the principal executive advisors to the Superintendent.
- Assists with all upper level administrative and management activities.
- Oversees the department operations for several programs: Nutrition, Traffic Education, Mental Health, Physical Health, Student Support Services, Assessment, ESSA, Title Programs, Accreditation, Licensure, Content Standards and Instruction, Career Technical and Adult Education, Indian Education for All, American Indian Student Achievement, and Tribal Relations and Resiliency.
- Collaborates with Chief Financial Officer and Chief Information and Data Officer within the agency to coordinate between various programs and initiatives.

### Senior Manager

July 2020 to January 2022

#### Department of School Innovation and Improvement, Montana Office of Public Instruction

- Led the innovative and improvement efforts for 7 units: Federal Programs, School Improvement, American Indian Student Achievement, Indian Education for All, Tribal Relations and Resilience, Licensure, and Accreditation.
- Implemented all components of the Montana's Consolidated State Plan by advancing a comprehensive system of individual school accountability and continuous improvement, striving towards long-term student growth, and promoting local control and flexibility while meeting the provisions under the ESSA federal regulation.
- Guided the development of the Montana American Rescue Plan.
- Collaborated with multiple programs within the agency, and other agencies, to coordinate between various grants and initiatives to streamline services.
- Used a data-driven approach to guide work, employs a passion for innovation, and cultivates leadership and empowerment in others.

### ESSA (Every Student Succeeds Act) Coordinator

May 2019 to July 2020

#### School Improvement Division, Montana Office of Public Instruction

- Exercised leadership and general supervision, under applicable laws, rules, and regulations across divisions of OPI in implementing Montana's ESSA plan.
- Developed, directed, managed, and supervised all aspects of specific programs across a broad range on ESSA implementation and monitoring.
- Established policies and procedures that direct public school districts in the provision of education services through federally-funded programs for elementary and secondary education.

### School Improvement Specialist

July 2018 to May 2019

#### Student Support Services, Montana Office of Public Instruction

- Provided comprehensive supports to families, schools, and others to improve special education programs.
- Developed a differentiated monitoring process that integrates a data driven approach with general supervision requirements, in order to improve education and employment outcomes for students with special needs.
- Set-up and conducted compliance monitoring of special education files aligned with all state and federal requirements.
- Designed and facilitated professional development sessions for Special Education.

## ACADEMIA EXPERIENCE

### High School and Middle School Principal

July 2014 to June 2018

#### Denver Center for International Studies at Montbello (6-12), Denver Public Schools

*Built school-wide coherence to advance student learning at a 6-12th grade innovation school.*

- Set and progress monitored instructional goals, priorities, and improvement strategies.
- Developed the school budget aligned to the mission and goals and effectively allocated resources.
- Designed the school master schedule to maximize instructional time.
- Developed a data driven culture while implementing the CCSS to provide challenging and engaging instruction to all students.
- Assured an inclusive, equitable, school environment where students are healthy, supported, engaged, challenged, safe and socially and emotionally intelligent.
- Distributed leadership and built collective ownership and accountability for school success among the school leaders.

- Fostered a professional learning community, where teachers collaboratively examined teaching and learning practices, established relationships, and improved student learning.
- Implemented restorative approaches in addressing student behaviors which resulted in decrease in suspensions and behavior incidents.
- Structured and maintained a student leadership team to infuse student voice into the school culture.
- Supervised and committed to provide special education services for students, ranging from services provided in a general education to Middle and High School fully contained Affective Needs classrooms.
- Implemented English Language Learning services for over 50% of the school population and launched Middle and High School Newcomer Programs to support students with interrupted education and refugee status.
- Created and implemented a framework for family and community support of student learning.
- Built a collaborative leadership council, composed of multiple stakeholder voices, to govern and through consensus to make decisions for an innovation school.
- Successfully recruited, retained, evaluated, and developed staff to ensure the highest quality of educators for students.
- Applied and secured multiple grants and additional resources to support school goals.
- Supported and embedded a teacher resident program for aspiring teachers.

#### Principal Mentor

July 2007 to June 2018

#### University of Denver-Ritchie Program for School Leaders and Wallace Lead-in-Denver Program

*Mentored eleven DU Ritchie Interns and four Wallace Residents to become urban school leaders.*

- Engaged in a national Professional Learning Community through the Wallace Foundation on school leadership preparation.
- Facilitated monthly New Leader Academy Sessions for Secondary Assistant Principals.
- Helped interview and select candidates for the DU-Ritchie and Lead-in-Denver Programs.
- Provided on-going feedback on leadership projects for the DU-Ritchie Program.
- Participated in a Principal working group for the DPS School Leadership Framework.

#### Pre-Kindergarten to 8<sup>th</sup> Grade Principal

July

#### Cole Arts and Science Academy (C.A.S.A.), Denver Public Schools

*Designed, re-opened, and turned around a K-8 urban school into an effective rated school within three years.*

- Led C.A.S.A. to become the third school in Colorado to be granted Innovation Status.
- Aligned staff, community, time, money, space, and programming to a school's mission.
- Extended the school day and year through the Extended Learning Opportunity Initiative.
- Implemented a Blended Learning Model.
- Distributed leadership to Teacher Leaders as part of the Title II Federal Teacher Incentive Fund.
- Developed and refined instructional leadership skills by facilitating professional development sessions, ensuring an effective English Language Learning program, curriculum planning and implementation, data/student-work analysis, learning walks, action-research, and teacher evaluation cycles.
- Supervised and committed to provide special education continuum of services in general education to two Primary and intermediate elementary Multi-Intensive classrooms.

#### Elementary School Principal

July 2006 to June 2008

#### Whiteman Elementary School, Denver Public Schools

*Led all components of teaching and learning in PK to 5<sup>th</sup> Grade School.*

- Inspired the school community to design a collaborative mission, vision, set of value statements, and improvement plan that embraced the diverse student body.
- Provided a safe, inclusive, and intentional school-culture.
- Ensured family and community input and engagement and fostered the development of the Denver Refugee Task Force.
- Supervised and committed to provide special education continuum of services within general education classrooms to Early Childhood Inclusion, Primary Multi-Intensive and Intermediate Affective Needs classrooms.

#### Middle School Assistant Principal

July 2004 to June 2006

#### Rishel Middle School, Denver Public Schools

*Supervised the mathematics, science, special education, English Language Acquisition, and elective departments at a Middle School.*

- Facilitated the school behavior structure, designed master schedule, coordinated progress monitoring and attendance technology systems.
- Supervised extra-curricular activities.
- Successfully served as the Site Assessment Leader for an district and state tests.

PR/Award # S371C240025

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**Secondary Mathematics Curriculum Specialist**

July 2002 to June 2004

**Southwest Area, Denver Public Schools***Supported and guided mathematics curriculum initiatives for middle and high schools.*

- Developed and facilitated district-wide and school based professional development sessions, as well as differentiated instructional support for individual teachers, students, and schools.

**Mathematics Teacher**

August 2000 to June 2002

**Slavens K-8 School, Denver Public Schools***Taught 7<sup>th</sup> and 8<sup>th</sup> Grade Mathematics*

- Instructed, facilitated, and assessed standards based mathematics to seventh and eighth grade students at an urban Kindergarten to Eighth Grade School.

**Mathematics Teacher**

September 1995 to July 2000

**Lake Middle School, Denver Public Schools***Taught 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Math to English Language Learners*

- Implemented standards based mathematics curricula in English and Spanish with English Language Learners, while promoting standards based mathematics pedagogy and equity of mathematics education to colleagues as a chairperson.
- Instructed Gifted and Talented Enrichment Classes.

**Early Childhood Education Teacher**

September 1994 to August 1995

**Children's World, Westminster, Colorado***Taught Early Childhood Programming to 4 year-olds*

- Planned and implemented student inquiry based learning with four-year-olds.

**Third Grade Teacher**

August 1993 to August 1994

**Fay Herron Elementary, Clark County School District, North Las Vegas, Nevada***Taught 3<sup>rd</sup> grade curriculum to 49 students in general education classroom.*

- Delivered all areas of the curriculum to third graders in an at risk year-round school.

**CERTIFICATES AND LICENSES***Provisional Administrative (Superintendent) License, State of Colorado, 2017-2020**Professional Principal License, State of Colorado, 2017-2022**Professional Principal License, State of Montana, 2023-2028**Professional Teacher License, Elementary Education, State of Colorado, 2004-2009**Professional Teacher License, Elementary Education K-8, State of Montana, 2023-2028**Professional Teacher License, Secondary Mathematics Endorsement, State of Colorado, 2004-2009**Denver Public Schools English Language Acquisition-Spanish Certificate, 1998*



# Christy Mock-Stutz

Education	Master of Arts in Teaching, National-Louis University	2004
	Bachelor of Arts in Photography, Purdue University	1995
	Professional Licenses	
	<ul style="list-style-type: none"><li>• <i>Montana Administrative K-12 Principal</i></li><li>• <i>Montana K-8, Class 1</i></li><li>• <i>Illinois K-9, Type 03, Middle-level Endorsements: Language Arts, Social Studies, Arts</i></li></ul>	
Experience	Assistant Superintendent, Montana Office of Public Instruction – Helena, MT	
	<i>August 2023-present</i>	
	<ul style="list-style-type: none"><li>• Supervise implementation of new legislation and programs across various units including: Public Charter Schools, Educations Savings Account, Trustee Repository, Out-of-District Tuition</li><li>• Provide systems support across divisions for on-going implementation of educational initiatives including: MAST through-year-assessment model, negotiated rulemaking for content standards, Teacher Residency Program</li><li>• Provide mentorship and coaching for executive staff members</li><li>• Present agency reports to legislative committees</li><li>• Present agency reports to the Montana Board of Public Education</li></ul>	
	Learning Coordinator – Helena Public Schools, Helena, MT	
	<i>December 2019 – August 2023</i>	
	<ul style="list-style-type: none"><li>• District Social Studies Lead: Create and implement multi-year district strategic plan to incorporate new content standards, identify intended outcomes, facilitate collaboration across schools, and provide professional development for all 6<sup>th</sup>-12<sup>th</sup> grade teachers.</li><li>• Coach teachers and supervise new teachers on instructional improvements through regular meetings, observations, and effective feedback.</li><li>• Grant-writing team member: Montana Comprehensive Literacy State Development Program (MCLSDP) Grant, a multi-million dollar, 5-year district-wide grant award.</li><li>• Manage school based MCLSDP grant activities and reports, including yearly strategic action plan with specific and measurable goals, collect and evaluate monthly walkthrough data for alignment to the action plan, design and facilitate yearly planning meetings with cross-department collaboration, and build relationships between grade level teams.</li><li>• Oversee School Leadership Team monthly meetings, plan job-embedded professional development, organize teacher teams, and delegate project assignments to team members.</li><li>• Manage data and assessment programs including supervising school-wide assessments.</li><li>• Evaluate data outcomes for personnel and program effectiveness.</li><li>• Organize student registration and scheduling data for incoming academic years.</li><li>• Interview and help select new employees.</li><li>• Edit reports and documents for final presentations, publication, and submission.</li></ul>	
	Instructional Coordinator – Montana Office of Public Instruction, Helena, MT	
	<i>July 2015 – December 2019, 40 hrs/week and January 2020 – August 2020 10-15 hours/week</i>	
	<ul style="list-style-type: none"><li>• Designed, managed, and implemented W.E.L.L. (Writing Education for Literacy Leaders), an initiative to develop teacher leaders and outreach programs in rural schools.</li></ul>	

- Collaborated with state-wide and national organizations such as University of Montana, Montana State University, Montana Writing Project, and public schools ranging in size from single-room schools to larger urban districts to implement W.E.L.L. initiative.
- Organized, managed, collaborated with the Montana Arts Council, and provided leadership in creating the vision to grow the Montana Teacher Leaders in the Arts Program (MTLA), a program to promote teacher leaders particularly in rural and reservation schools in Montana.
- Wrote and received National Endowment for the Arts ArtWorks matching grants in 2015 and 2018 from \$15,000 to \$50,000 to fund the growth of the MTLA rural initiative.
- Recruited and supervised presenters, wrote contracts, recruited teacher participants from across Montana, managed large event logistics, planned and implemented week-long in-person professional development and follow-up activities, directed communications, managed teacher stipends, collected data for program analysis, and submitted grant budget reports for MTLA.
- Collaborated with Salish Kootenai College and the Montana Arts Council for location, planning, and communication across the state.
- Created *Writing Projects Under the Big Sky*, a new collaborative team of the Yellowstone Writing Project, Elk River Writing Project, and the Montana Writing Project that historically worked independently to promote teacher leadership in rural school settings.
- Planned and delivered in-person professional development presentations for full day events in diverse rural education settings, including one-room schools; small, medium, and large schools; state-wide conferences across Montana; and national conferences such as the National Council for Teachers of English and the Arts Education Partnership Annual Convening.
- Facilitated regular online Professional Learning Communities (PLCs), which built collaborative teams of teacher leaders from one-room schools to larger school districts to build teacher leadership across Montana.
- Team member, Teacher Learning Hub, started in 2015 and focused on providing high-quality professional development for rural educators. Participation in this new online learning opportunity grew to over 5,000 educators from across Montana in three years.
- Supervised development of online courses for the Teacher Learning Hub. Wrote contracts for developers, directed content of courses, including fine arts, social studies, and English language arts.
- Built partnerships with other divisions within the Montana Office of Public Instruction for content, such as Health Enhancement and arts, to create content for courses for the Teacher Learning Hub.
- Project lead for social studies and library/information literacy content standards revision, recruited educators, planned writing and revision teams, organized negotiated rulemaking meetings, prepared final recommendations for the Montana Board of Public Education, and oversaw preparation of final documentation for publication of new rulemaking.

Literacy Coordinator and Teacher – Hanson Park Elementary, Chicago, IL

*August 2004 – June 2015, 34 hours/week*

- Reading Coach for PreK-8th grade reading and bilingual program teachers.
- Golden Teacher Supervisor and Mentor: new teacher mentor program, oversaw a group of mentor teachers, managed timecard submission.
- Prepared and presented Professional Development Trainings: bi-monthly reading strategy workshops.
- Collected and analyzed student assessment data to provide instructional support.
- Coordinated budgets and ordering for literacy materials.



- Chair of the Instructional Leadership Team, Language Arts Vertical Articulation Team, and Response to Intervention team.
- Designed, created, and implemented a four year talented and gifted reading program for 5th-8th grades.
- 5th-8th grade English Language Arts and social studies teacher.

4th Grade Teacher – Dodge Elementary, Academy for Urban School Leadership, Chicago, IL  
*June 2003 – August 2004, 40 hours/week*

- Year-long urban leadership program.
- Member of the communications advocacy group, met with senators, representatives, mayoral candidates, and the CEO of Chicago Public Schools to provide input on policy impacting students in high poverty urban schools.

Graphic Designer – Aquila Graphic Design, subsidiary of Leo Burnett, Chicago, IL  
*May 1998 – February 2001, 40 hours/week*

- Designed artwork, prepared digital files, and collaborated with art directors to create point-of-sale, catalog, and coupon items.

Photography Project Supervisor – Solaris Custom Photography, Schaumburg, IL  
*August 1996 – May 1998, 40 hours/week*

- Designed, developed, and worked collaboratively with Motorola to create a library system for digital imaging of new cell phone images.
- Customer service supervisor to on-site contractors with Motorola.

2nd/3rd Grade Teacher – International School of Choueifat, Lahore, Pakistan  
*August 1995 – June 1996, 40 hours/week*

- Facilitated the photography club for high school students.
- Prepared specialized materials for English learners.

#### Awards

- Smithsonian American Art Museum Educators Advisory Council Member – 2022
- Keynote Speaker, Montana Educator Conference – 2019
- ThinkCERCA Advisory Board Member – 2015
- Chicago Foundation for Education Small Grant Winner – 2009
- Japan Fulbright Memorial Fund Award, Tokyo, Japan – 2007-2008
- Academy for Urban School Leadership Certificate – 2004

#### Facilitated Professional Learning Sessions

- Leveraging Leadership to Build Literacy
- Using Movement and Mindfulness in the Rural Classroom
- Leveraging Technology to Build Successful PLCs across Montana
- Using Arts to Promote Literacy
- Using Assessment to Enhance Writing Instruction in a Multi-grade Classroom

#### Publications and Exhibits

- *Secondary Literacy*, (estimated completion August 2023) a collaborative book on teaching literacy in the middle and high school classrooms.
- *Love in A Global Village: A Celebration of Intercultural Families in the Midwest*, Jessie Carroll Grearson & Lauren B. Smith, University of Iowa press, Cover Photograph, 2001
- *Two Views: Photographs in Pakistan by two photographers*, University of Chicago, 1998
- *Photographs*, Indo-American Center, Chicago, IL 1998
- *Photographs*, Lemings, Bucktown, Chicago, IL 1997

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Montana Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501

**Date:** December 20, 2022

**Agreement No:** 2023-504

**Filing Reference:** This replaces previous  
Agreement No. 2021-077

**Dated:** 8/27/2021

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	7/1/2021	6/30/2023	16.7%	MTDC	Unrestricted
Predetermined	7/1/2021	6/30/2023	14.4%	MTDC	Restricted
Predetermined	7/1/2023	6/30/2024	16.7%*	MTDC	Unrestricted
Predetermined	7/1/2023	6/30/2024	14.4%*	MTDC	Restricted

\* In accordance with 2 CFR 200.414(g), Montana Office of Public Instruction requested an extension of its indirect rates for fiscal year 2023, and it is extended in accordance with this regulation.

**Distribution Base:**

MTDC      Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

Unrestricted      Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted      Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.



### Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### Section IV - Approvals

#### For the State Education Agency:

Montana Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501

Signature

Name

Title

Date

#### For the Federal Government:

U.S. Department of Education  
OFO / OAGRM / ICD  
400 Maryland Avenue, SW  
Washington, DC 20202-4500

Signature

Andre Hylton  
Name

Director, Indirect Cost Division  
Title

December 20, 2022  
Date

Negotiator:

Telephone Number:



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01

## Key Partners

### MT OPI Project Staff

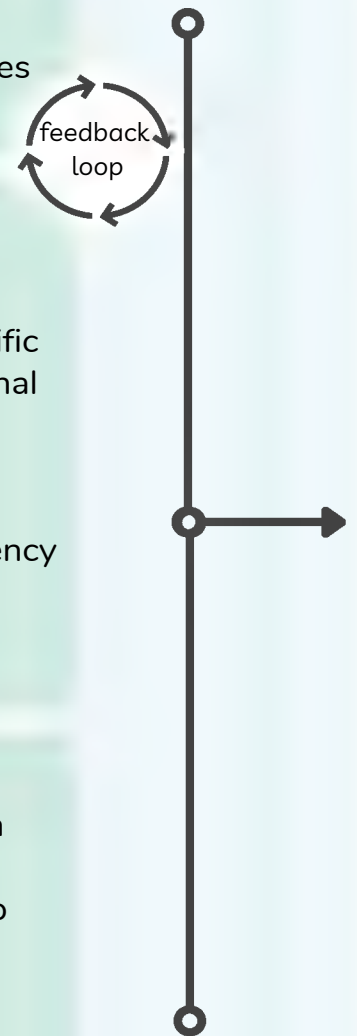
- Provide Technical Assistance to subgrantees through administration and monitoring for continuous improvement
- Coordinate Professional Learning around evidence-based literacy practices and implementation sciences and facilitate a Literacy Leadership Network
- Convene IHE's to strengthen pre-service courses, refine licensure/certification requirements, and offer mentoring
- Collaborate with the Department of Health and Human Services to support birth to five-year-old learners

### Subgrantees - LEAS

- Establish a designated literacy leader who serves as the district liaison and instructional leader
- Participate in Literacy Leadership Network focused on the specific needs of districts aligned with the science of reading, instructional coaching, implementation sciences, and more
- Create a District Literacy Plan that includes evidence-based strategies for instruction, a review of high-quality instructional material, and assessments; focused on increasing system efficiency and innovation
- Engage with families and key stakeholders to support grant implementation and sustainability

### Grant Collaborators

- **Institutions of Higher Education:** review pre-service education coursework for alignment with evidence-based practices; collaborate with Literacy Leadership Network; offer mentorship opportunities to subgrantees.
- **Professional Learning Experts:** build the capacity of Literacy Leadership Network for evidence-based literacy instruction, data-driven decision-making leadership capacity building, and implementation sciences
- **Evaluators:** conduct external evaluation of grant implementation
- **Department of Health and Human Services:** collaborate on early learning transitions to kindergarten and professional development opportunities





# Montana Literacy Plan (MLP)



# Montana Literacy Plan (MLP)



Elsie Arntzen  
Montana Office of Public Instruction



*Literacy is defined as the ability to read, write, speak, listen, and view to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. Montana students need to be able to use their literate abilities in multiple ways and for multiple purposes in an ever-changing world.*





# 1

## Introduction



# 2

## Continuous Improvement Cycle



# 3

## Comprehensive Literacy Instruction Components



# 4

## Improving Instruction Components

# 5

## Appendices



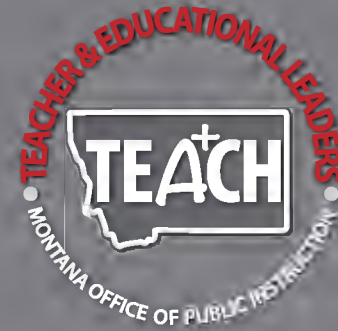
*It is a primary goal of a comprehensive literacy plan that all students effectively access, use, and produce ideas and information.*





# 1

## Introduction



**Montana Literacy Plan**

**Montana Math Plan**

**are about**

**supporting districts  
in developing  
a local plan**

**driven by**

a continuous  
improvement  
cycle

**to improve**

teaching and  
learning

**based on evidence  
based practices**

for  
comprehensive  
literacy  
instruction

**utilizing resources  
in the**

appendices  
and  
online

**to strengthen systematic  
processes**

for  
improving  
instruction



# Montana Literacy Plan

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- o Data Worksheet Template
- o Structured Agenda Template
- o Continuous Improvement Cycle Template
- o PD Planning Template
- o Team Meeting Calendar





*Literacy in the twenty-first century is not just reading and writing. Literacy requires students to successfully engage with and interpret information from all forms of text and media.*

## Acknowledgements

The Montana State Literacy Team is comprised of individuals with expertise in literacy development and education for children from birth through Grade 12. The state literacy team includes individuals with expertise in the following areas.

- Implementing literacy development practices and instruction for children in the following age/grade levels: birth through age 5, kindergarten through Grade 5, Grades 6 through 8, and Grades 9 through 12.
- Managing and implementing literacy programs that are supported by strong evidence or moderate evidence.
- Evaluating comprehensive literacy instruction programs.
- Planning for implementing effective literacy interventions and practices, particularly for disadvantaged children, children living in poverty, struggling readers, English learners, and children with disabilities.
- Implementing assessment in the areas of phonological awareness, word recognition, phonics, vocabulary, comprehension, fluency, and writing.
- Implementing professional development on literacy development and instruction.

### Montana State Literacy Team

Katie Barcus-Kuka, Browning Elementary  
Caitlin Chiller, Whitehall High School  
Barbara Frank, Belgrade Elementary  
Erin Glennie, Huntley Project Elementary  
Megan Hasquet, Anaconda High School  
Mollie Keeley, Butte Elementary  
Lela Kohler, Great Falls Elementary  
Macey McClennen, HRDC Head Start  
Michele Paine, Flathead High School  
Carol Paul, Great Falls Elementary  
Kathleen Picora, Missoula High School  
Paula Schultz, Anderson Elementary  
Thomas Thacheray, Roundup High School  
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## Process for Revising the Montana Literacy Plan (MLP)

The Instructional Innovations Unit (IIU) of the Education Opportunity and Equity Division within the Montana Office of Public Instruction began the process of revising the current MLP that originated in 2012. This document will continually be reviewed and revised with the assistance of a state literacy team based on a comprehensive needs assessment.

### Steps for Revision

1. Comprehensive Needs Assessment was conducted following the State Education Agency's (SEA) use and implementation of the current MLP for five years and Local Education Agencies implementation within the Montana Striving Readers Project and Title 1 School Support. Each year, an external evaluation was conducted and informed the SEA on needs for improvement.
2. The MLP went through several reviewers for areas of strengths and needs for improvement with national experts, Dr. Timothy Shanahan and Dr. Anita Archer, IIU team members, and various units of the SEA.
3. Beginning in November 2016, the IIU team developed a plan and timeline for revision process.
4. The IIU team developed an application process to secure a team of Montana educators with expertise in the following areas.
  - Implementing literacy instruction at the following age/grade levels: Birth through age 5, kindergarten through Grade 5, Grades 6 through 8, and Grades 9 through 12.
  - Selecting and evaluating comprehensive literacy programs.
  - Planning for and implementing effective literacy interventions, particularly for at-risk students, children living in poverty, struggling readers, English learners, and children with disabilities.
  - Implementing literacy assessments.
  - Implementing professional development focused on literacy instruction and development.
5. The IIU team developed the application process to include the following criteria for the state literacy team that is critical to Montana's vast geographical challenges and unique characteristics.
  - Educators from across Montana to include all five regions.
  - Educators from the various district sizes.
  - Educators to represent the Montana American Indian population.
6. The Call for Participants was sent to every district within Montana in the search for applicants to serve on the state literacy team. Seventeen educators were selected from the pool of 35 applicants.
7. The state literacy team came together for two days to review and begin to propose revisions to the MLP followed by a month of virtual work.
8. The IIU team sought review and feedback from Dr. Archer and completed final edits.
9. The revised MLP will be available to all schools by August 2018.

A young boy with blonde hair, wearing a bright red jacket and dark blue pants, stands on a series of smooth, grey river rocks. He is facing away from the camera, looking out over a calm river. The river reflects the surrounding greenery and the blue sky. In the background, there is a dense forest of green trees and bushes, and further back, blue mountains are visible under a clear blue sky with some light clouds. The boy's reflection is clearly visible in the water.

*Montana is a vast, beautiful state with diverse landscapes and populations. It is vital that each of Montana's children, from birth through Grade 12, develop the literacy skills needed to be college- and career-ready.*



## Introduction

Montana is a vast, beautiful state with diverse landscapes and populations. It is vital that each of Montana's children, from birth through Grade 12, develop the literacy skills needed to be college- and career-ready. Literacy in the twenty-first century is not just reading and writing. Literacy requires students to successfully engage with and interpret information from all forms of text and media. Advances in digital tools and the accessibility of immense amounts of information require students to think critically about what they are reading and writing, whether it is online or in print, and apply creativity, collaboration, and communication skills to share what they learn. It is a primary goal of a comprehensive literacy plan that all students effectively access, use, and produce ideas and information.

The Montana Literacy Plan (MLP) includes Comprehensive Literacy Instruction Components that provide information to districts, schools, and early childhood centers on addressing the preliteracy and literacy needs of children from birth through Grade 12, with special emphasis on disadvantaged students. The MLP also includes Improving Instruction Components that provide guidance to districts, schools, and early childhood centers on developing and implementing their own local literacy plans.

The MLP is intended to be an evolving document. As literacy systems and practices evolve, so will the information in this document. Check the Office of Public Instruction website regularly for updates. [www.opi.mt.gov](http://www.opi.mt.gov)



## How Can I use the Montana Literacy Plan?

There are many ways to use the Montana Literacy Plan (MLP). The ideas listed below are for the varying educator roles but follow the same pattern. The ideas are meant to give the reader a way to access content quickly in the beginning and then continue to study and learn more about the MLP. This progression will help you determine next steps and supports for improving teaching and learning. There are four steps for each role (i.e., teacher, school leader) listed below and within each chart.

- First, begin with quick wins you can use right away.
- Then, dig deeper with each section.
- Next, pull it all together by reading about the Continuous Improvement Cycle.
- Finally, use the MLP to create your own Continuous Improvement Cycle and Local Literacy Plan.

### How Can I Use the Montana Literacy Plan if I am a Teacher?

First, begin with quick wins.	<ul style="list-style-type: none"><li>• Access the English Language Arts (ELA) Quick Claims.</li><li>• Flip to the Standards and Curriculum section and read through the continuums.</li><li>• Flip to the resources at the end of each section. Check out the Institute of Education Sciences Practice Guide's recommendations.</li><li>• Begin with the section Amount and Quality of Instruction to begin making changes in your classroom instruction through planning and delivery of instruction.</li></ul>
Then, dig deeper.	<ul style="list-style-type: none"><li>• Flip to the sections of the Comprehensive Literacy Instruction Components.</li><li>• Read the questions and "At a Glance" introduction.</li><li>• Refer to the questions and answers about which you are most interested.</li></ul>
Next, pull it all together.	<ul style="list-style-type: none"><li>• Flip to the Continuous Improvement Cycle section.</li><li>• Read through the questions and the answers and reflect on how the cycle pulls together the other sections of the MLP.</li></ul>
Finally, create your own Continuous Improvement Cycle to improve teaching and learning.	<ul style="list-style-type: none"><li>• Use the Continuous Improvement Cycle section and the template in the appendices.</li><li>• Begin to develop a Teacher Continuous Improvement Cycle.</li></ul>

### How Can I Use the Montana Literacy Plan if I am an Academic Leader?

First, begin with quick wins.	<ul style="list-style-type: none"><li>• Access the ELA Quick Claims.</li><li>• Flip to the Academic Leader section and read through the questions and answers.</li><li>• Flip to the resources at the end of each section. Check out the IES Practice Guides recommendations.</li></ul>
Then, dig deeper.	<ul style="list-style-type: none"><li>• Flip to the sections of the Improving Instruction Components.</li><li>• Read the questions and "At a Glance" introduction.</li><li>• Refer to the questions and answers about which you are the most interested.</li></ul>

Next, pull it all together.	<ul style="list-style-type: none"> <li>• Flip to the Continuous Improvement Cycle section.</li> <li>• Read through the questions and the answers and reflect on how the cycle pulls together the other sections of the MLP.</li> </ul>
Finally, create a School Continuous Improvement Cycle to improve teaching and learning.	<ul style="list-style-type: none"> <li>• Use the Continuous Improvement Cycle section and the template in the appendices.</li> <li>• Gather a leadership team and begin to develop a Schoolwide Continuous Improvement Cycle.</li> </ul>

### **How Can I Use the Montana Literacy Plan if I am a District Leader?**

First, begin with quick wins.	<ul style="list-style-type: none"> <li>• Access the ELA Quick Claims.</li> <li>• Flip to the Academic Leader and Assessment and Data-Based Decision-Making sections and read through the questions and answers.</li> <li>• Flip to the resources at the end of each section. Check out the IES Practice Guides recommendations.</li> </ul>
Then, dig deeper.	<ul style="list-style-type: none"> <li>• Flip to the sections of the Improving Instruction Components.</li> <li>• Read the questions and “At a Glance” introduction.</li> <li>• Refer to the questions and answers about which you are the most interested.</li> </ul>
Next, pull it all together.	<ul style="list-style-type: none"> <li>• Flip to the Continuous Improvement Cycle section.</li> <li>• Read through the questions and the answers and reflect on how the cycle pulls together the other sections of the MLP.</li> </ul>
Finally, create a District Continuous Improvement Cycle to improve teaching and learning.	<ul style="list-style-type: none"> <li>• Use the Continuous Improvement Cycle section and the template in the appendices.</li> <li>• Gather a leadership team and begin to develop a District Continuous Improvement Cycle.</li> </ul>

### **How Can I Use the Montana Literacy Plan if I am a Parent or Community Member?**

First, begin with quick wins.	<ul style="list-style-type: none"> <li>• Access the ELA Quick Claims.</li> <li>• Flip to the resources at the end of each section. Check out the IES Practice Guides recommendations.</li> </ul>
Then, dig deeper.	<ul style="list-style-type: none"> <li>• Flip to the Community and Family Engagement.</li> <li>• Read the questions and “At a Glance” introduction.</li> </ul>
Next, pull it all together.	<ul style="list-style-type: none"> <li>• Flip to the sections of the Comprehensive Instruction Components for Literacy.</li> <li>• Read the questions and “At a Glance” introduction.</li> <li>• Refer to the questions and answers about which you are the most interested.</li> </ul>
Finally, identify ideas for supporting your school.	<ul style="list-style-type: none"> <li>• Read through Community and Family Engagement section.</li> <li>• Identify areas you could offer expertise or assistance to the school team.</li> <li>• Identify and share any questions or concerns to share with school team.</li> </ul>

### How Can I Use the Montana Literacy Plan if I am an Instructional Coach?

First, begin with quick wins.	Access the ELA Quick Claims. Flip to the continuums. Flip to the Professional Development and Assessment and Data-Based Decision-Making sections and read through the questions and answers. Flip to the resources at the end of each section. Check out the IES Practice Guides recommendations.
Then, dig deeper.	Flip to the sections of the Comprehensive Literacy Instruction Components and the Improving Instruction Components. Read the questions and "At a Glance" introduction. Refer to the questions and answers about which you are the most interested.
Next, pull it all together.	Flip to the Continuous Improvement Cycle section. Read through the questions and the answers and reflect on how the cycle pulls together the other sections of the MLP.
Finally, create a Coaching Continuous Improvement Cycle to improve teaching and learning.	Use the Continuous Improvement Cycle Section and the template in the appendices. Begin to develop a Coach Continuous Improvement Cycle.

A powerful resource for all educators (academic leadership, coaches, teachers) are the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading, Appendix XX. Below is a summation of the five standards.

### Knowledge and Practice Standards for Teachers of Reading (IDA, 2018)

- Standard 1 addresses foundational concepts about reading development and reading difficulties that are derived from interdisciplinary research.
- Standard 2 covers knowledge of diverse profiles of reading difficulty, including dyslexia, very slow reading, and language comprehension problems.
- Standard 3 pertains to knowledge of assessment relevant to evidence-based practices with a response-to-intervention (RTI) framework.
- Standard 4 addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonics and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth).
- Standard 5 delineates ethical standards for the profession.



*Districts and schools can use the CIC to implement and ultimately sustain a local literacy or mathematics plan that is aligned with the other sections of the Montana Literacy Plan (MLP) or the Montana Math Plan (MMP).*

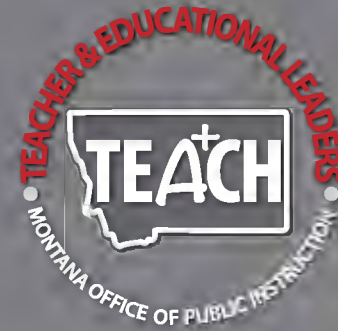




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## 2

Continuous  
Improvement  
Cycle

# THE CONTINUOUS IMPROVEMENT CYCLE

is about



creating a plan  
to improve teaching  
and learning

driven by the



gap  
analysis

that are  
purposefully



revised  
and  
refined

that select and  
implement



evidence-based  
strategies,  
practices, and  
interventions

measured through



monitoring

carried out by an



Implementation  
plan

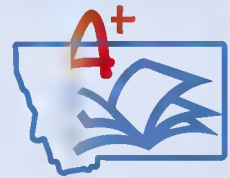


## Continuous Improvement Cycle

### Essential Questions

What are the parts of the continuous improvement cycle?

1. How do we assess local needs?
2. How do we select evidence-based strategies, practices, and interventions?
3. How do we create a plan for implementation?
4. How do we implement and monitor the plan?
5. How do we reflect and revise the plan?
6. How does a school create a continuous improvement cycle?
7. What evidence-based practices and resources are available to support the understanding and implementation of the parts of the continuous improvement cycle?



### At a Glance:

A continuous improvement cycle (CIC) helps academic leaders and educators develop local plans. First, schools assess local needs; then select evidence-based strategies, practices, and interventions; then create a plan for implementing those strategies, practices, and intervention; and finally reflect and revise the plan based on both student and educator data. Tracking student progress throughout the CIC is critical to ensure strong outcomes for students. Districts and schools can use the CIC to implement and ultimately sustain a local literacy or mathematics plan that is aligned with the other sections of the Montana Literacy Plan (MLP) or the Montana Math Plan (MMP). This section is designed to focus schools on acting around the goals they have set for improving teaching and learning.

### 1. What are the parts of the continuous improvement cycle?

- **Assess local needs** using the *Comprehensive Gap Analysis*.
- **Select evidence-based** strategies, practices, and interventions using the *Process for Selecting Evidence-Based Strategies, Practices, and Interventions*.
- **Create a plan for implementation** using an action plan process with clear measurable goals and action steps.
- **Implement and monitor the plan** using both student and educator data.
- **Reflect and revise the plan** at least twice a year doing a deeper analysis with student and educator data.



### 2. How do we assess local needs?

Completing a gap analysis helps districts and schools identify the needs of all students, especially at-risk students. Evidence-based strategies, practices, and interventions can be chosen to help address and close the gaps. There are five steps to the gap analysis. The essence of each step is listed below. The full gap analysis is in the Appendices.

### Step 1: Gather Child and Student Data

Gather both local and Montana State Assessment data including disaggregated by at-risk subgroups. Examples of possible local assessments and the Montana State Assessments are listed below. Use the chart provided in the gap analysis to list the data the district and schools uses.

### Step 2: Analyze Child and Student Data

Assessments	Birth through age 5	Grades K through 5	MS and HS
Local assessments	Literacy examples: ISIP, DIAL, Expressive and Receptive One Word Picture Vocabulary Test (E/ROWPVT)	Literacy examples: ISIP, DIBELS, MAP, SBAC Interim  Mathematics examples: ISIP, MAP, SBAC Interim, STAR Math	Literacy examples: ISIP, MAP, SBAC Interim  Mathematics examples: ISIP, MAP, STAR Math, SBAC Interim, ACT Prep
Montana Assessments	DIAL ((Montana Preschool Development Grant)	SBAC-Student data reports is on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx">http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx</a>  English Language Arts Writing Mathematics	ACT SBAC-Student data reports is on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx">http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx</a>  English Language Arts Reading Mathematics Science

Analyze student data by reviewing data reports. Complete the chart below by identifying ideas for improving student outcomes (i.e., more instructional time, regular attendance, improved parent engagement for at-risk subgroups). An example has been provided for the English learner subgroup.

GAPS IN DATA FOR AT-RISK SUBGROUPS Disaggregated Data Compared to State and Local Data			
At-Risk Subgroups	Gaps in Data (compared to school or state average data)	Barriers to Success (specific deficits in data)	Next Steps for Improvement
English learners	Vocabulary in ISIP School average 75% AI average 23%	Vocabulary is not being explicitly taught so students are guessing at meanings.	Provide explicit instruction PD on vocabulary. Provide more opportunities for students to respond with words. Provide feedback for educators.

### Step 3: Complete the Comprehensive Needs Assessment (CNA)

The CNA outlines nine components of school quality and a progression of subcomponents within each of the nine components. The subcomponents are proven to be effective indicators for supporting school improvement. Schools evaluate themselves on each subcomponent, which helps give a school an overall

score within each of the nine components. The components are:

- Content Standards and Curriculum
- Assessment and Data-Driven Decision Making to Inform Instruction
- Amount and Quality of Instruction
- Instruction and Support for At-Risk Students
- Motivation in Teaching and Learning
- Evidence-Based Strategies, Practices, and Interventions
- Academic Leadership to Improve Instruction
- Professional Development to Improve Instruction and Outcomes
- Community and Family Engagement to Support Instruction

*Schools that are consistently underperforming may also want to take the Operational Components section of the CNA.*

Each School Leadership Team (SLT) member should complete the CNA independently for each of the components and subcomponents in the MLP or MMP to determine strengths and weaknesses. Individual scoring is averaged to arrive at an overall school and/or district score.

To use the self-assessment, schools must carefully rate the level of implementation of the indicators of quality within the subcomponents using a rating scale of 1 to 4. A rating of 1 demonstrates the indicator of quality is not being implemented now, and a rating of 4 indicates sustained, consistent implementation. The complete CNA is in the Appendices.

#### **Step 4: Analyze the Results from the Comprehensive Needs Assessment**

Review the CNA results and identify the strengths and weaknesses. SLTs may want to fill in the chart that is within step 4 of the gap analysis in the Appendix. An example of the chart has been provided for the component of PD.

MLP Components	What are the weaknesses?	Next Steps for Improvement
PD to Improve Instruction	PD is provided monthly during half day early outs. PD does not align to students' needs.	Create a PD plan that aligns to student data and the CNA.

To achieve consistent, long-lasting school improvement, all components need to be implemented and ultimately sustained. However, for most schools, that would be overwhelming and defeating. Begin with the components that will have the strongest impact on improving the student outcomes identified through the gap analysis. Refer to the SMARTER table on page 7 for additional ideas to consider when choosing the components to strengthen. Once those goals are achieved and the components strengthened, a school needs to continue to work through the CIC until all components are at the sustained level.

#### **Step 5: Compare and Connect the Student Data and CNA to Identify Needs for Strategies, Practices, and Interventions**

Correlate the student data and CNA next steps together by reviewing the results and making correlations to determine how the next steps from the CNA can positively impact the gap in student data for all students

and with at-risk subgroup(s). A tool to help SLTs achieve this is the chart within step 5 of the gap analysis in the Appendix.

Filling in the chart will help SLTs determine which next steps from the CNA would help improve the gaps identified with the student data (i.e., students are scoring low in vocabulary overall and especially our American Indian (AI) students. From the CNA we identified that regular meetings and time for PD are not focused on vocabulary, especially for AI students. Maybe we should target our educator meetings and PD to focus on how to improve instruction and student outcomes in vocabulary). An example is listed in the chart below.

Student Data Results	Correlating CNA Results	Next Steps	Additional Questions to Determine PD
Vocabulary in ISIP School average 75 percent AI average 23 percent	Create a PD plan that aligns to student data and the CNA.	Create a PD plan focused on effective vocabulary strategies especially for AI students.	What PD is available that has moderate or strong evidence? Who will provide the PD? How much time is needed and when? What will be the expectation after the PD? Who will monitor the impact of the implementation?

### Step 6: Use Gap Analysis Results for Selecting Relevant, Evidence-Based Strategies, Practices, and Interventions

SLTs will gather all the materials from conducting the gap analysis and move onto the process for selecting relevant, evidence-based interventions. The needs you identified from the gap analysis will be used to select strategies, practices, and interventions that have strong or moderate evidence, are differentiated and appropriate, and relevant to the district and school.

### 3.How do we select evidence-based strategies, practices, and interventions?

Districts and schools should be deliberate in choosing evidence-based practices, especially for at-risk students. Follow the four-step process for selecting evidence-based strategies, practices, and interventions to ensure the strongest possible outcomes for students. The steps will help schools and/or districts choose an intervention that aligns with local literacy or mathematics plans, that is supported by moderate evidence or strong evidence that is differentiated and appropriate for the district and school population, and that is relevant to identified needs. The essence of the four steps are listed below. The complete document is in the Appendices.

*Remember to complete the gap analysis before moving on to selecting evidence-based strategies, practices, and interventions.*





### Step 1: Research and identify interventions and strategies that are supported by strong or moderate evidence.

Refer to research necessary to identify relevant interventions that are supported by moderate or strong evidence. The OPI recommends What Works Clearinghouse or the Practice Guides from the Institute on Education Sciences. These two sources provide an easy way to identify moderate or strong evidence.

- What Works Clearinghouse (WWC) <http://ies.ed.gov/ncee/wwc/>  
WWC reviews packaged intervention pro-

grams as well as research-based strategies (i.e., Dialogic Reading, Self-Regulated Strategy Development) that can be used within the instructional framework.

- Institute on Education Sciences resources, such as their Practice Guides <http://ies.ed.gov>

IES practice guides review best practices that should be included in all instruction but can also be used as a guide to select packaged intervention programs that have not yet been reviewed by WWC.

Programs that have not been reviewed by WWC, but are based on practices and strategies found to have strong or moderate evidence, can also be considered for selection.

### Definitions of Evidence

- Requires at least one well-designed and well-implemented experimental study and a summary of the research included. (Strong evidence)\*
- Requires moderate evidence from at least one well-designed and well-implemented quasi-experimental study. (Moderate evidence) \*
- or
- Requires promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias. (Promising evidence)

\* required to meet ESSA standards

### Additional lists of research-based programs not reviewed by WWC can be found at:

- K-3 - Colorado Dept. of Education: <http://cde.state.co.us/coloradoliteracy/readact/programming>
- K-12 - Louisiana Dept. of Education: <https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>

### Step 2: Determine if an intervention that is supported by moderate or strong evidence is differentiated, appropriate, and relevant to your proposed project and identified needs.

After determining that an intervention is supported by moderate or strong evidence, determine if the intervention is differentiated and appropriate for the grade-level and relevant to the proposed local literacy plan and identified needs. Use the questions below to help guide your selection.

## Differentiated and Appropriate

- Was the Montana Continuum of Comprehensive Literacy Instruction reviewed to ensure the intervention is differentiated and appropriate for that grade level?
- Was it appropriate for the grade level on the Montana Continuum of Comprehensive Literacy Instruction?
- Is the intervention appropriate for children birth through age 5?
- Is the intervention appropriate for students in kindergarten through fifth grade?
- Is the intervention appropriate for middle school students?
- Is the intervention appropriate for high school students?

## Relevancy

- Does the study address the additional gaps identified from the gap analysis such as:
- Did the study include similar at-risk subgroup(s) (e.g., children living in poverty, English learners, and children with disabilities) as yours?
- Did the study include similar populations as yours with strong or moderate evidence that the intervention will be effective (i.e., high EL population)?

### Step 3: Determine capacity to implement possible strategies, practices, and interventions

Once strategies, practices, and interventions have been identified that are supported by strong or moderate evidence, differentiated and appropriate for age or grade level, and relevant for your school population, determine the local capacity for implementing the intervention. The implementation plan for the school should align to the implementation used in the study to determine the level of fidelity. Fidelity is key to similar outcomes as the study.

- Is there enough funding to support the requirements to implement with fidelity?
- Is there enough staff to implement the intervention with fidelity?
- Do current staff have the skills necessary to implement the intervention with fidelity?
- Is there buy-in and support from stakeholders (i.e., educators, parents, school board, administration, and support staff) for implementing the intervention?

### Step 4: Choose whether or not to select the strategy, practice, or intervention

In reviewing all the questions from steps 1-3, decide if the strategy, practice, or intervention will work for the needs identified from the gap analysis.

- Yes, begin to use it in Part 3 of the CIC: Create an Implementation Plan.
- No, begin again with the process to select relevant, evidence-based interventions.



#### 4. How do we create a plan for implementation?

Once a district and/or school has completed the gap analysis and chosen evidence-based strategies, practices, and interventions, it is time to create a plan for implementation to ensure improved outcomes for students. Schools and/or districts need to create a high-quality action plan that includes key goals, key activities, and rationale for how the activities support the goals, a realistic timeline, and parties responsible for each activity.

*PLCs four guiding questions:  
(1) What do we expect our students to learn? (2) How will we know they are learning? (3) How will we respond when they don't learn? (4) How will we respond if they already know it?*

- Identify student outcome goals that are clear and measurable.
- Identify student progress goals that are clear and measurable.  
Refer to the results of the gap analysis.  
What goals need to be set to improve outcomes for at-risk students?

#### Setting S.M.A.R.T.E.R Goals

<b>Specific</b>	Goals need to be specific. Identify the increase on student outcomes. Do we want to see a 3 percent increase over the course of years? 5 percent with an at-risk subgroup? 10 percent with a certain content area?
<b>Meaningful</b>	Goals need to be meaningful to the educators expected to implement and accomplish the goals. Why is this goal important to me? What should I care about achieving it?
<b>Achievable</b>	Goals need to be achievable. What is ambitious and realistic? How do we get some quick-wins to encourage momentum and motivation?
<b>Relevant</b>	Goals need to be relevant. Do the goals align with the school and district's vision and mission statements? Are the goals relevant to what educators are expected to implement? Will educators care about these goals?
<b>Time-Bound</b>	Goals need to be time-bound. Do we have clear deadlines for the goals? Have we allowed enough time to accomplish our goals? Have we allowed too much time? Have we broken our goals into smaller chunks?
<b>Evaluate</b>	Goals need to be evaluated on a regular basis. How are we evaluating whether we are on track for accomplishing our goals? Have we broken our goals into smaller chunks or benchmarks? If our goals are set for a year, do we have smaller goals set for three months? For five months? Do we have a SLT in place to evaluate the goals on a regular basis?
<b>Readjust</b>	Goals may need to be readjusted. While evaluating our goals, do we keep missing benchmarks we have set? Do we need to adjust our goals? Do we need to set new goals or update our benchmarks?

Identify clear key activities/action steps that ensure progress is being made to achieving the goals.

- What from the comprehensive needs assessment can be strengthened to improve student outcomes?
- What action steps or key activities can be listed on the action plan that show progress of implementing components from the needs assessment and progress toward the student outcomes?

Action plans serve as progress monitoring for schools and early childhood centers. Paul Schlechty (2001) states, "Two things sustain change: one is a leader or leadership group that acts as a change agent; the other is a system or group of systems that supports change" (p. 40). This explains why, when the school culture does not have the capacity to sustain a change effort, "the change rarely outlasts the tenure of the change agent" (p. 40).

- List three to five goals, list the specific action steps you identified above, the person responsible for each action step, and a timeframe for completion of the goal. Keep a running record of all action steps. In the final step of the CIC Reflect and Revise Plan, a recommendation will be made for archiving the action steps that have been completed. An example of one goal on an action plan is listed below.

**Goal:** Improve percentage of student's proficient on SBAC by 5 percent from the previous year.

**Subgoal:** Improve percentage of students at benchmark, from fall to spring, on the interim assessment by 5 percent overall and by 10 percent on the vocabulary subtest.

**Subgoal:** Improve percentage of AI students at benchmark, from fall to spring, on the interim assessment by 15 percent overall and 15 percent on the vocabulary subtest.

<b>Key Activities</b> (Should support strengthening components from CNA)	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Activity Check-Off</b>
Provide explicit instruction PD on vocabulary strategies across all content areas.	PIR in Aug.	Academic leader Instructional coach	
Walkthroughs by academic leaders to provide feedback on implementation of vocabulary strategies.	Sept. 2 walkthroughs per educator	Academic leader	
SLT meeting to review walkthrough data and student progress monitoring data from vocabulary subtest and identify next key activities on action plan.	Oct. 1	SLT including academic leader and instructional coach	

## 5. How do we implement and monitor the plan?

- Schedule an SLT meeting at least monthly and educator team meetings at least monthly, preferably weekly.
- Every educator in the school should be represented by someone on the SLT (i.e., third grade educator represents third grade team, paraprofessional represents all paraprofessionals, music educator represents all specials educators).
- Have the SLT develop a structured agenda that ensures ongoing monitoring of the plan for both the SLT and the educator teams.
- Both structured agendas should contain some of the same topics and guiding questions to ensure a constant feedback loop between the SLT and all educator teams. Regular communication and feedback is critical for achieving improved student outcomes.
- Use the structured agenda at each SLT meeting and educator team meetings.
- SLT members are responsible for communicating about the action plan and SLT meeting minutes/ talking points at the team meetings they are a part of and represent.

### School Leadership Team Meetings

#### Structured Agenda for Implementing and Monitoring

Time Second Monday of every month- Date: _____	Materials Needed Examples: Action plan Instructional framework MLP or MMP Student data Walkthrough data	Members Present Classroom educators Special education educator Academic leader Instructional coach Paraprofessional Parent
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## Implement the Plan

- Review the action plan.
- Are we on track for meeting our goals and subgoals?
- Are we gathering and reviewing the correct student data?
- Does the student data show improvements on student outcomes?
- If so, how can we celebrate with staff?
- What instructional plans are not showing strong progress for Tier 1, Tier 2, and Tier 3?
- Are we gathering and reviewing the correct walkthrough data?
- Does the walkthrough data show improvements on what we are trying to implement?
- If so, how can we celebrate with staff?
- If not, what additional PD and supports do staff need?
- Determine talking points for educator team meetings.
- What needs to be communicated to educator teams about walkthrough data and our interim/progress monitoring data?
- What additional PD and supports do staff need and want?
- What feedback are the educator teams sharing?
- Do we need any follow up on the feedback?
- What additional key activities/action steps need to be added to the action plan?
- Do some key activities need to be adjusted based on the data?
- Do some timelines need to be adjusted?
- Do different personnel need to be assigned responsibility for some key activities?

## Notes:

### Next Steps: (Items that may not be on the action plan but are still important.)

Example: Mrs. Smith will follow up with Mr. Jones, who was absent.

Example: Academic leader will meet with superintendent to review goals and receive feedback to share with SLT.

## Educator Team Meetings

### Structured Agenda for Implementing and Monitoring

Time	Materials Needed	Members Present
Thursdays from 1 to 1:45	Examples:	Educators
Date:_____	Minutes/talk points from SLT	Paraprofessionals
	Instructional framework	
	Lesson plans	
	Student data	

**Implement the Plan**

- Review the minutes/talking points from the SLT.
- Do we have any questions or concerns?
- What do we have to share that is celebratory?
- Are we on track for meeting our goals and subgoals?
- Are we gathering and reviewing the correct student data?
- Does the student data show improvements on student outcomes?
- If so, how can we celebrate with staff?
- Do any instructional changes need to be changed based on the data?
- What needs to be communicated to the SLT about the grade level and walkthrough data?
- What instructional plans are not showing strong progress for Tier 1, Tier 2, and Tier 3?
- What can each team do to improve progress of instructional plans?
- How will the student data show growth toward plans?
- How will the walkthrough data show growth in plans?
- Does the walkthrough data show improvements on what we are trying to implement?
- What additional PD and supports do we want and need?
- Determine talking points for educator team meetings.
- What needs to be communicated to educator teams about walkthrough data and our interim/progress monitoring data?
- What additional PD and supports do staff need and want?
- What additional key activities/action steps need to be added to the action plan?
- Do some key activities need to be adjusted based on the data?
- Do some timelines need to be adjusted?
- Do different personnel need to be assigned responsibility for some key activities?

**Notes:****Next Steps:**

- Example: Meet with instructional coach for additional PD for team on vocabulary strategies.
- Example: Meet as team to develop lesson plans on utilizing vocabulary strategies.
- Mrs. Smith will share celebrations team identified.

- Share agenda minutes with both teams.
  - Set aside time at both the SLT meeting and the educator team meetings to ensure a feedback loop is established.
- Include celebrations from all teams.
- Keep and organize critical documents for reflecting and reviewing the plan.
- Keep the structured agendas and minutes from the SLT and any critical educator team notes and feedback.
- Keep the student data reports the SLT reviewed to determine if student outcomes were improving.
  - Keep the action plan.



## 6. How do we reflect and revise the plan?

The SLT will complete this part of the CIC at least twice a year. It is recommended that this aligns with the winter and spring benchmarks for students to allow for the most current and accurate reflection of student and educator data. These benchmarks also coincide with the mid- and end-of-a-school-year assessment periods. This allows for reflecting and revising a plan that may not be on track for achieving the goal or taking time to celebrate a plan that is on track for achieving the goals.

- Schedule the SLT meeting for a half day or minimum of two hours.
  - Every educator in the school should be represented by someone on the SLT (i.e., third grade educator represents third grade team, paraprofessional represents all paraprofessionals, music educator represents all specials educators)
- Gather the critical documents you kept from the implement and monitor step of the CIC.
  - Use a modified structured agenda that ensures critical documents are reviewed to determine if the school is on track for meeting the goals and what next steps need to be taken.

### School Leadership Team

#### Structured Agenda for Revising and Reflecting

Time	Materials Needed	Members Present
Second Monday of every month <b>Date:</b> _____	Examples: Action plan Student data reports Walkthrough data reports PD evaluations SLT agendas and minutes Educator team meetings (notes, minutes, etc., that the SLT kept)	Classroom educators Special education educator Academic leader Instructional coach Paraprofessional Parent

#### Review the action plan

- Are we on track for meeting our goals and subgoals?
- What student data provides the evidence?
- Does the student data show improvements on student outcomes?
- What walkthrough data provides the evidence?
- Does the walkthrough data show improvements on what we are trying to implement?
- Are the improvements enough to achieve our end-of-the-year goals?

#### If you answered yes, no, or maybe, see the appropriate section below

##### Yes

Make plans to celebrate with educators and students and move onto accomplishing goal and/or setting new measurable, ambitious, and realistic goals.

## No

- Lay out all the student data reports in chronological order, beginning with the earliest report and ending with the latest report.
- Do you see any trends?
- Are there certain grade levels or classes that have consistently not made progress?
- Are the students at benchmark (Tier 1) making progress? Are the students in need of strategic support (Tier 2) making progress? Are the students in need of intensive support (Tier 3) making progress?
- Are there grade levels or classes consistently making strong progress? What next steps should you take with the positive trends you see?
- What next steps should you take with the negative trends you see?
- Based on the analysis, what goals and subgoals need to be adjusted to ensure they are measurable, ambitious, and realistic?
- Lay out all the structured agenda minutes in chronological order, beginning with the earliest agenda and ending with the latest agenda.
- Do you see any trends? What are the positive trends? What are the negative trends?
- Are the structured agendas and minutes focused on activities and conversations to improve the student outcomes listed within the goals? Do the activities within the action plan support achieving the goals? Do any activities need to be adjusted? Does the makeup of the SLT need to be adjusted? Is someone not buying in to the process and maybe wants to be replaced? Are you missing a bright spot on your staff that would be a champion of this work?
- Is there anything that needs to be adjusted for the SLT to be more successful in accomplishing the action steps and goals? Do norms need to be revisited? Side conversations? Attendance? Time for SLT meeting?
- Lay out additional critical documents the SLT has been keeping.
- Look for positive and negative trends.
- Identify relationship to achievement of action steps/key activities and goals.
- Revisit all the steps of the CIC
- Does the SLT need to complete the gap analysis again?
- Does the SLT need to review the chosen evidence-based strategies, practices, and interventions, or is it more of a lack of fidelity of implementation?
- Does the SLT need to adjust the plan for implementation and identify next steps for adjusting goals, subgoals, and key activities/action steps.

## Maybe

If the SLT is not sure about achieving the goals, complete one or two of the activities listed in the NO section, and revisit the steps of the CIC.

- Share process and next steps with educator teams.
  - Set aside time at the educator team meetings to ensure a feedback loop is established. Share celebrations and struggles and elicit feedback and ideas for improvement. The final step establishes a complete CIC.

## 7. How does a school create a Continuous Improvement Cycle?

Identify the systemic processes you have been implementing that are moving to the sustaining phase. List these on the continuous improvement template found in the appendices. A school's CIC is the foundation of a local literacy plan and includes a cycle for student improvement, educator improvement, and school-wide improvement. An example of a school's systemic processes within a CIC is below.

### Continuous Improvement Cycle

Student	Educator	School-wide
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Assess Local Needs		
<b>Student Data</b> <ul style="list-style-type: none"> <li>Benchmark Data/SBAC</li> <li>ISIP</li> <li>MAP</li> </ul>	<b>Student Data</b> <ul style="list-style-type: none"> <li>Sharing school wide but need to focus on class or individual data</li> </ul>	<b>Gap Analysis</b> Process for Choosing Evidence-Based Strategies, Practices, and Interventions twice a year (fall/spring)
	<b>Video Reflection</b> <ul style="list-style-type: none"> <li>Three a year</li> </ul>	<b>Student Data</b> -Shared improvements on ISIP from fall to winter to spring
<b>Progress Monitoring Data</b> <ul style="list-style-type: none"> <li>ISIP</li> <li>SRI</li> </ul>	<b>Observation Feedback</b> <ul style="list-style-type: none"> <li>Monthly coaching cycles</li> <li>Quarterly educator showcases</li> </ul>	<b>Walkthrough Data</b> <ul style="list-style-type: none"> <li>Collecting data monthly</li> <li>SLT analyzes and shares data</li> </ul>
Create a Plan for Implementation		
<b>Lesson Plans</b>  Using unit organizers	<b>Personal PD Goals</b> Moving toward having educators set own goals to provide feedback and be more reflective <b>Educator Team Meetings</b> Structured Agenda	<b>Action Plan</b> and detailed action steps Reviewed and updated monthly Structured agenda Onsite work with consultants and ongoing work with SLT
<b>Student Data Goals</b> Whole class Intervention groups Individual students during advisory		
Implement and Monitor the Plan		
<b>Provide Instruction</b> <b>Tier 1: Core</b> Instructional framework focused on increasing student engagement, explicit vocab instruction, reading, writing, speaking, and listening in all content areas <b>Tier 2: Strategic Support</b> Advisory period focused on academic goal setting <b>Tier 3: Intensive Support</b> Forty-five minutes of intensive intervention with strong evidence-based program <b>Student Progress Monitoring</b> Monthly <b>Daily Observations and Anecdotal Data</b> Records anecdotal notes	<b>Steps to Achieve Personal Goals</b> Working on “breaking down” the fear of visitors in classrooms Video reflections lend to setting own goals <b>Educator Team Meetings</b> Structure agenda	<b>Action Steps/Key Activities</b> Action plan Structured agenda <b>Walkthroughs</b> SLT, academic leader and consultant—all collecting data consistently



<b>Consultant/Instructional Coach Support</b> Analyze student data monthly and review with educators during educator team meetings	<b>Consultant and Coach Support</b> Monthly observations and feedback <b>Classroom Observation</b> By instructional coach, peer, or academic leader Video reflection debrief	<b>Consultant Support</b> Monthly visits and feedback
<b>Reflect and Revise the Plan</b>		
	<b>Winter and Spring Benchmark Meeting</b> Review critical documents Revise action plan Celebrate Spring benchmark meeting Action Plan–Assessment is a part of the action plan to analyze and inform progress.	

## 8.What evidence-based practices and resources are available to support the understanding and implementation of the parts of the continuous improvement cycle?

The following resources point to specific IES guides that align with this section of the MLP. Access the link(s) to download the entire guide(s).

### **Turning Around Chronically Low-Performing Schools** (Institute of Education Science, 2008)

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround\\_pg\\_04181.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf)

School turnaround aims to make quick, dramatic improvements within three years. This IES guide identifies practices that can quickly improve the performance of chronically low-performing schools. The target audience includes academic leaders and SLTs.

#### Recommendations

- Signal the need for dramatic change with strong leadership.
- Maintain a consistent focus on improving instruction.
- Provide visible improvements early in the turnaround process (quick wins).
- Build a committed staff.
- Checklist.

### **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (Institute of Education Science, 2009) <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

The aim of this IES guide is to help elementary schools implement an RtI framework to ensure all students, regardless of skill level, learn to read. The target audience includes academic leaders, instructional coaches, SLTs, and educators.

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

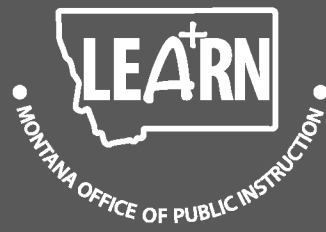
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes. (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist.

### **Preventing Dropout in Secondary Schools** (Institute of Education Science, 2017)

<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools, advice on how to overcome potential obstacles, and a description of the supporting evidence. The four recommendations are listed below. Download the guide for additional information.

- Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.



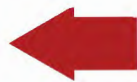
# Comprehensive Instruction

is about



addressing  
essential  
components  
of instruction

grounded in



standards and  
curriculum

to promote



motivation  
for teaching  
and learning

that select and  
use purposeful



assessment  
and data  
driven decision  
making

through  
identification and  
support



at-risk  
students

driven by



amount and  
quality of  
instruction



# Standards and Curriculum

**is about**



**the goals and  
plans for impacting  
teaching  
and learning**

**through**



a clear  
definition and  
understanding  
of standards and  
curriculum

**to identify**



evidence-  
based  
practices and  
resources

**by combining**



standards,  
claims and  
practices to  
impact  
curriculum

**by promoting**



access and  
learning for  
all students

**through**



an  
understanding  
of birth through  
Grade 12  
continuum







*Content standards are developed at the state level in partnership with Montana educators and serve as expectations and learning outcomes for all students, defining what students should know and be able to do.*

## Essential Questions for Standards and Curriculum

1. How does the Montana Literacy Plan (MLP) define standards and curriculum?
2. What are the Montana Early Learning Standards (MELS), and how are they organized?
3. What are the Montana Content Standards, and how are they organized?
4. Why is it important that the Birth through Grade 12 Continuum be understood by all educators?
5. How does a birth to age 5 and kindergarten through Grade 5 continuum support educators in improving school readiness?
6. How do Grades 6 through Grade 8 and Grades 9 through Grade 12 support educators with programs and systems to improve college and career readiness?
7. What are possible activities to improve transitions across the Birth through Grade 12 continuum?
8. What are the SBAC claims, and how can educators use them to improve teaching and learning?
9. What evidence-based practices and resources are available to support the understanding and implementation of standards and curriculum?



### At a Glance:

Learn how the MLP defines the terms standards and curriculum by reading this section. Then, explore the Montana Early Learning Standards, the Montana Content Standards, and the Birth through Grade 12 Continuum to gain a comprehensive understanding of what students should know and can do upon entering college or career.

### 1. How does the MLP define standards and curriculum?



**Content  
Standards**

**Developed at the state level.**

**Define what to be taught and learned by the end of the school year.  
Expectations and learning outcomes for all students**

**Curriculum**

**Developed at the district and school levels**

**Include resources (pacing guides, curriculum maps, units and lessons,  
assessments) and possible programs designed by publishers  
Detailed plan for daily teaching**

Content standards are developed at the state level in partnership with Montana educators and serve as expectations and learning outcomes for all students, defining what students should know and be able to do. "The Montana Content Standards for English Language Arts reflect the constitutional mandate that all educators must provide instruction, including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner" (Montana Content Standards, p. 3). School districts use standards to articulate curriculum in the form of pacing guides, units, and lessons.



Guskey and Bailey (2010) define standards in education as the goals of teaching and learning. They describe precisely what we want students to know and can do because of their experiences in school through interactions with educators and fellow students in learning environments.

Educational standards help educators ensure their students have the knowledge they need to be successful by providing clear goals for student learning (Common Core State Standards Initiative, 2012).

The continuum of literacy development from birth to Grade 12 incorporates the strands of reading, writing, speaking and listening, and language. Effective literacy instruction recognizes the developmental differences by age group and matches instruction to learner. Effective literacy instruction is balanced and does not focus solely on reading. Writing, speaking and listening, and vocabulary and language complement and reinforce reading.

Curriculum is the detailed plan for teaching and learning. This plan is developed by the district or school. The curriculum is taught using a myriad of resources including textbooks, instructional programs, intervention programs, and locally developed units and lessons. Curriculum includes the instructional decisions developed by educators as instruction is tailored to student needs.

The Montana Content Standards, in conjunction with a school's curriculum, define for educators what will be taught by all educators and expected to be learned by all students. How instruction is delivered is another facet of the teaching and learning process. For detailed information on how to deliver the curriculum to meet the Montana Content Standards, see the Amount and Quality of Instruction section.

## **2. What are the Montana Early Learning Standards (MELS), and how are they organized?**

The MELS reflect what children need to know, understand, and can do by the time they reach kindergarten. "The standards guide the work of early childhood professionals to ensure that children from birth to age 5 have the skills and knowledge they need to achieve success in learning and reach their full potential in life" (Montana Early Learning Standards, 2014).

The MELS are a tool for every early childhood and related service professional working with young children and their families, including early care and education practitioners, elementary educators, early interventionists, preservice educators, parent/family educators, family support specialists, home visitors, mental health providers, and child/family health practitioners. The MELS are also a tool for those who plan and provide early childhood professional and career development, including college instructors, high school educators, professional development specialists, and Early Head Start/Head Start training and technical assistance personnel.

The MELS provide a structure that frames the amazing developmental process from birth to age 5 as the foundation for children's success in life and learning. They are meant to:



- Provide a common language and improve communication among the professionals who impact and provide services to young children and their families.
- Build upon early childhood professionals' understanding of the continuum of children's growth and development.
- Serve as a resource for ways to enhance children's early learning experiences.
- Describe the expectations for what young children should know and be able to do across different domains of learning.
- Support the transfer of child development knowledge to improve teaching and caregiving practices and encourage individualization.
- Provide information and context for the range of skills children develop from birth to age 5. They do not provide a comprehensive or exhaustive list of every skill children might achieve in the first years of life.

### **Alignment across early childhood settings**

The MELS were aligned to ensure flow between the foundations for learning and the Montana Content Standards set by the Montana's Office of Public Instruction (OPI) for kindergarten through twelfth grade and the Head Start Framework. In the Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education titled "Early Learning Standards: Creating the Conditions for Success," it is made clear that early childhood is a unique period of life. The position statement asserts that this period serves as the foundation for later learning and has value outside of preparation for elementary school.

Although the MELS are organized within core domains, it is important to note that each core domain is related to and influences the others. Children's growth and development occur, not as a series of isolated events throughout the first years of life, but ebb and flow in a unique way for each child. Sometimes growth in one domain will result in a pause, or even regression, in another domain.

### **Organization of benchmarks, indicators, and learning opportunities for each standard**

The standards can be further used to shape a continuum of behaviors expected in children from birth to 5 years old, or benchmarks. For each standard, there are 10-17 benchmarks with related indicators and learning opportunities. The benchmarks explain key skills and behaviors representative of what we want the child to be able to do to achieve each standard.

For each benchmark, there is an associated indicator. Indicators describe behaviors we might see that demonstrate children have reached the benchmark.

For each indicator, there is an example of the type of learning opportunities or experiences we might provide to support development. (In other words, activities we might use to support children's development of the behavior described in the benchmark and result in ultimate achievement of the benchmark.)

The chart below illustrates one example from the MELS of how the layers or levels of development fit together into a useful framework for guiding early childhood practice.

<b>Core Domain Three:Communication</b>		
<b>Subdomain: Literacy</b>		
<b>Standard 3.6: Print Development/Writing</b>		
<b>Children develop an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle).</b>		
<b>Benchmarks</b> <i>What we want the child to be able to do.</i>	<b>Indicators</b> <i>Behaviors we might see.</i>	<b>Learning Opportunities</b> <i>Experiences we might use to support development.</i>
Respond to print in the environment.	The child may notice and comment on the print she sees around her, such as the name on the box of cereal she eats. The child may further ask, "What does that say?"	Provide a "print rich" environment by labeling toys, supplies, and equipment. Read aloud signs/labels as you come across them throughout the day.

For more information on the Montana Early Learning Standards

<http://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>

### 3. What are the Montana Content Standards, and how are they organized?

Montana has adopted the Montana Content Standards for English Language Arts and Literacy in history/social studies, science, and technical subjects. These standards embrace literacy as everyone's work.

The Montana Content Standards include standards that set requirements for English Language Arts as well as literacy in the content areas. "Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines" (Montana Content Standards, p.3).

The Montana Content Standards provide guidance and a clear structure as to which concepts and skills students are to acquire at each grade level. The shifts of the Montana Content Standards for ELA and literacy have been prioritized as:

- Building knowledge through content-rich nonfiction.
- Reading, writing, and speaking grounded in evidence from both literary and informational text.
- Regular practice with complex text and its academic language.

The Montana Content Standards are (1) research and evidence-based, (2) align with college and work expectations, and (3) rigorous, and internationally benchmarked. The information and research base that is the foundation for this section of the MLP relate directly to the MELS, the Montana Content Standards, and the stages of Montana Content Standards implementation.

The Montana Content Standards for English Language Arts and Literacy reflect the constitutional mandate that all educators must provide instruction, including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner. The essential understandings are incorporated in the Montana Content Standards.

The Montana Content Standards for English Language Arts and Literacy are the underpinning of the Montana

Literacy Plan and address discreet skills, strategies, and tasks within each of the distinct strands. Each strand is headed by a strand-specific set of college and career readiness anchor standards. Grade-specific standards correspond to the anchor standards.

#### Montana Content Standards Strands

- Reading: Foundational Skills (K-5)
- Reading: Literature
- Reading: Informational Text
- Writing
- Speaking and Listening Language

The Montana Content Standards are comprised of three main sections: a comprehensive K-5 section and two content area-specific sections for Grades 6-12, one for ELA and one for history/social studies, science, and technical subjects.

For additional information, go to the Montana Content Standards document. <http://montanateach.org/resources/montana-content-standards-for-english-language-arts-and-literacy-k-12/>

The following provides an overview of the strands and topics of the Montana Content Standards for English Language Arts and Literacy in history/social studies, science, and technical subjects.

Strands & Topics	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>College and Career Readiness (CCR) Anchor Standards for Reading, Writing, Speaking, Listening, and Language</b>											
<b>Reading Standards: Foundational Skills (K-2)</b>											
<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Phonological Awareness</li> </ul>											
<b>Reading Standards: Foundational Skills (K-5)</b>											
<ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> <li>• Fluency</li> </ul>											
<b>Reading Standards: Literature Reading Standards: Informational Text</b>											
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul>											
<b>Writing Standards</b>											
<ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul>											
<b>Speaking and Listening Standards</b>											
Comprehension and Collaboration Presentation of Knowledge and Ideas											
<b>Language Standards</b>											
<ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>											

## College and Career Readiness (CCR) Anchor Standards for Reading and Writing

### Reading Standards: Literature Reading Standards: Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The Montana Content Standards emphasize balancing literature and informational text. The emphasis becomes heavier on informational text as students work through the expectations of the standards in the eleventh through twelfth grade-bands. The Montana Content Standards expect that students are exposed and engaged in 30 percent literature and 70 percent informational text by Grade 12. The Montana Content Standards also has a strong emphasis on text complexity. Standard 10 defines a staircase of increasing complexity across the grade levels as students are exposed to complex text utilizing skills that refer to evidence and analyze details of the text. Finally, the standards focus on K-12 writing within three text types: persuasive, informational/explanatory, and narrative. The Montana Content Standards writing standards place a special emphasis on argumentative writing. Finally, vocabulary acquisition by using the three-tier system of words is emphasized in the language strand of the standards.

### 4. Why is it important that the Birth through Grade 12 Continuum be understood by all educators?

The Birth through Grade 12 Continuum reflects the progression for literacy development from the earliest developmental skills of communication and language in the Montana Early Learning Standards to the Montana Content Standards: foundational skills for reading and the four strands of the Montana Content Standards for English Language Arts and Literacy: reading, writing, speaking and listening, and language. This at-a-glance illustration represents the stages and skills of the content standards and when the skills are expected to develop. The continuum can be helpful in assessing the stage of literacy development for an individual learner to plan and/or support effective literacy instruction. All stakeholders are encouraged to read this section to see how the big picture for literacy develops.

### 5. How does a birth to age 5 and kindergarten through Grade 5 continuum support educators in improving school readiness?

#### Birth through Age 5 Continuum

The Birth through Age 5 Continuum chart illustrates a continuum of behaviors expected in children from birth to age 5 in the areas of communication, language development, and literacy. While these developmental continuum benchmarks are generally associated with chronological development, literacy development is an individual accomplishment. Exposure and experience with language within the earliest years of life (birth to age 3) has been shown to be a major factor that contributes to school readiness. It is important to note that children progress through the stages at individual rates. At the most advanced levels of the continuum, children are considered ready for the skills they will encounter in kindergarten and beyond. Starting school “ready” and building early literacy skills helps children to reach their potential.

#### Kindergarten through Grade 5 Continuum

The Kindergarten through Grade 5 Continuum is made up of the Montana College and Career Readiness (CCR) Anchor Standards for reading, writing, speaking, listening, and language topics and skills. As the topics

span the grade levels, the skills within the topics advance in difficulty. Each CCR Anchor Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations. In kindergarten-Grade 5, the focus of the literacy continuum is based in the reading standards: foundational skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Children are learning to read in order to read to learn in the later grades (Common Core State Standards Initiative).

## **6. How does a Grade 6 through Grades 8 and a Grade 9 through Grade 12 support educators with programs and systems to improving college and career readiness?**

### **Grade 6 through Grade 8 Continuum**

The Grade 6 through Grade 8 Continuum is made up of the CCR Anchor Standards for reading, writing, speaking, listening, and language as well as CCR Anchor Standards Literacy in history/social studies, science, and technical subjects topics and skills. As the topics span the grade levels, the skills within the topics advance in difficulty.

Each CCR Anchor Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations. The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. The CCR Anchor



Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in Grade 6, the literacy standards allow educators of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the Grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. (Common Core State Standards Initiative).



## Grade 9 through Grade 12 Continuum

The Grade 9 through Grade 12 Continuum is made up of the CCR Anchor Standards for reading, writing, speaking, listening, and language as well as CCR Anchor Standards Literacy in history/social studies, science, and technical subjects topics and skills. As the topics span the grade levels, the skills within the topics advance in difficulty. Each CCR Anchor Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations. It is important to note that the Grades 6-12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas--not replace them--through opportunities to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. (Common Core State Standards Initiative)

## 7.What are possible activities to improve transitions across the Birth through Grade 12 Continuum?

The OPI recognizes that there are four critical transitional times within the span of a student's education that must be supported through a variety of programs, models, and evidence-based practices that include the purposeful engagement of parents and families in a framework that is both trauma-informed and culturally responsive.

The OPI supports the vertical alignment of Curriculum Standards through the Continuums found in the appendices. When curriculum and instruction is aligned, pre-k through Grade 12, students are able to better transition from one grade level to the next with the assurance that the skills and knowledge acquired at each grade level provides a scaffold for the next one. The following activities can also assist educators in supporting children from birth through grade Grade 12 as they transition among educational systems.

<b>Birth through Grade 12 transition activities</b>
Relationships and connections between families, schools, communities, and children are developed to help with the transition process.
Resources and plans are differentiated for families and additional plans are made for at-risk populations (ELL, special needs, etc).
Parents know how and why to advocate for their child during the transition process.
Community teams (School Readiness, Community Coalitions, Graduation Matters Montana, etc.) collaborate to develop a shared understanding of the skills/indicators most critical to kindergarten success. What elementary schools need to best support very young children transition practices presently being used in the community with success areas around transitions that need improvement.
Current, relevant, and high-quality data from multiple sources is used to identify the successful transition practices that are presently being used within the community to identify successful practices and determine any areas that might need improvement.
A comprehensive plan is developed to expand and strengthen partnerships across early learning programs/feeder schools.
Common transition forms and processes are established and shared with community stakeholders.
Classroom observations are conducted between levels (by teachers and students).

## Transition activities for transition from local licensed provider to preschool and preschool to kindergarten

The first critical transition occurs when children move from preschool settings and into a regular education program in an elementary school. Many LEAs in Montana are implementing the Kindergarten Transition Tool developed by the Montana Preschool Development Grant and Parent Teacher Home Visiting model in kindergarten programs to create positive first relationships between schools and families.

<b>Local licensed provider to preschool transition activities</b>
Provide consistent and regular contact with families of preschoolers (via telephone or face face-to to-face) to begin sharing information about the child, their routines, and their schools setting.
Hold family meetings prior to the beginning of preschool to discuss teacher expectations.
Help parents understand their child's progress.
Prepare and disseminate home-learning activities, including providing summer book lists and other literacy activities for the summer months prior to kindergarten entry.
Help parents understand practices they can use to effectively provide early language, emotional, and so- cial support for their children during their transition to preschool.
Assist parents in the ongoing communication with teachers and other preschool personnel so that parents can participate in decisions related to their children's preschool experience.

<b>Preschool to kindergarten transition activities</b>
Develop a well-coordinated kindergarten transition plan to reflect the community's shared values of school readiness.
Provide consistent and regular contact with families of preschoolers (via telephone or face face-to to-face) to begin sharing information about the child, their routines, and their schools setting.
Hold family meetings prior to the beginning of kindergarten to discuss teacher expectations.
Provide contact opportunities with the children themselves to begin to developing a relationship prior to school entry.
Invite children and/or families to visit the kindergarten in the spring of the child's preschool year.
Prepare and disseminate home-learning activities, including providing summer book lists and other literacy activities for the summer months prior to kindergarten entry.
Partner with local parent-teacher associations to inform parents how they can be involved in their child's kindergarten setting and connect new families with families currently enrolled in the school.
Disseminate information to parents on the transition to kindergarten, including registration guidelines.
Conduct home visits before and after children transition to kindergarten.
Facilitate early registration for kindergarten so that families have time to prepare children for their new setting.

### **Transition activities for transition from elementary to middle school**

The second critical transition period for students and families is the move from the elementary school to the middle school. Students may be overwhelmed by an educational model where students move through many different classrooms during the school day and, requiring them to form relationships with many adults, adjust to a variety of teaching styles and methods, and navigate a wide array of peer relationships. This is

a stark contrast from the more insular elementary model where students spend their day with the same teacher and group of peers.

Both the sending elementary school and the receiving middle school must engage in meaningful two-way communication with parents and families. Such communication must include information regarding the school's curriculum, assessments, and student achievement.

<b>Elementary to middle school transition activities</b>
Develop family communications in the form of, but not limited to including flyers, newspapers, announcements, phone calls, emails, social media message, and other web resources.
Develop a middle school transition team to guide and develop activities that help students, families, and communities support a successful transition process. A transition team also looks at policies and procedures as well as funding and resources for transition activities.
Create an annual transition plan and calendar that engages each of the partners.
Recruit volunteers to assist with middle school transition events and activities.
Conduct a career survey. School staff will conduct a survey of students in their school or grade level, depending on the size of the school, to determine career interests and create a graph to display their findings.
Provide career exposure. Schools develop opportunities to showcase various career options and share real life job applications through career day assemblies or classroom lessons.
Provide understanding of the relationship of academics and personal qualities to the world of work. Students participate in a lesson related to academic goal setting, college and career readiness, and self-awareness.
Train and implement ambassadors to visit elementary schools.
Provide time for students to discuss the transition that involves all students sitting in a circle to explore current issues or concerns regarding middle school transition or similar topics.

### **Transition activities for transition from middle school to high school**

The third critical transition period for students and families is the move from middle school to high school. Many LEAs only provide educational services for students in Grades K-8. The transition to the high school often means that students will attend classes in another town at a regional or county high school serving a large geographic area. Students from small schools, many of whom have attended a one-room school house for their K-8 careers, may find themselves overwhelmed and lost in a large building with several hundred peers. School counselors play a critical role in smoothing this transition through events that focus on introducing students and families to the expectations of high school, new academic skills that may be required, and state and local requirements for graduation and college enrollment or career training.

<b>Middle school to high school transition activities</b>
Invite middle level students to attend designated high school sporting events, plays, or concerts, and reserve seats for them.
Schedule a speaker/program that would be of interest to both middle level students as well as current high school students, and invite the upcoming students to attend.
Assign long-term projects for pairs or small groups from both schools. Assign a project that pairs small groups of eighth graders with high school student groups.
Organize joint extra-curricular opportunities for middle level and high school students such as club projects or service learning opportunities.
Organize a transition team. The transition process starts during the eighth-grade year and continues throughout the entire ninth-grade year. A multi-level transition team composed of representatives from the middle and high school levels should consider this entire time while planning supports and interventions.



### Transition activities for high school to college, career, and community

The final transition, and the one that communities tend to focus on is the transition from the public-school system into the world of higher education, career opportunities, and citizenship in the local, state, and national community. Montana views itself as “a small town with very long streets.” Each of our students is a member of our the greater community, and the OPI feels a strong sense of duty to support LEAs in providing each child and family with the resources to reach their individual goals. As with each transition, families are key partners and must be provided with the resources necessary to assist their students in making informed choices about post-secondary options.

#### High school to college and career transition activities

Develop a counseling team. In most high schools, the number of students assigned to a counselor often limits the time a counselor can work with an individual student. The purpose of developing a counseling team, referred to as transition counselors, is to increase the amount of individual time each student receives. Transition counselors could include student peers, teachers, and other district and school staff, as well as parents and community volunteers.

Design and deliver courses that provide:

- Rigor: While in high school, students take and complete a rigorous curriculum of college-preparatory courses.
- Relevance: High school course content and delivery are made relevant to students’ lives, with clear applications for how high school work is connected to postsecondary education and career opportunities.
- Realistic expectations: Accurate and timely information is communicated to students and families regarding expected knowledge, performance standards, attitudes, and behaviors that students will need in order to be successful in college.
- Support for transitions: Secondary and postsecondary partners create bridge programs and activities that provide both academic and non-academic support during the transition period.
- Articulated pathways: Secondary and postsecondary partners collaborate to provide integrated and articulated programs to facilitate student transitions.

#### Additional Resources on Transitions

- Effective Practices for Promoting the Transition of High School Students to College; A Review of Literature with Implication for California Community College Practitioners (January 2009)
- Montana Transition Tool
- The Transition to Kindergarten: A Review of Current Research and Promoting Practices to Involve Families (Bohen-Baker, 2002)
- Middle School Matters: A Guide for Georgia Schools on Middle School Transitions
- Nevada State Literacy Plan
- An evidence-based briefing paper: Texas Comprehensive Center (2010)
- Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (2015) NAP. edu/10766

### **8.What are the SBAC claims, and how can educators use them to improve teaching and learning?**

Smarter Balanced Assessment Consortium (SBAC) is the computer adaptive standardized test that Montana has selected to test all students third through eighth grade. The teacher-created test and processes focus on claims, targets, and standards. The consortium has been transparent and made these available on the Smarter Balanced website. The development and design claim section of the SBAC can be as lengthy as 90 pages and go into detail about how, what, and why these questions were compiled.

Quick claims were created to summarize these lengthy pieces for academic leaders and educators to have at their fingertips. There are four claims per grade level. They each address the targets, depth of knowledge, question types, and standards for each grade band and are followed by sample questions students may encounter on the assessment. These quick claims can be used to align materials and programs to grade-level content standards, create pacing guides to address content and standards, and for vertical alignment of content across grade levels.

Access and download SBAC Quick Claims for Grades



### **Sample SBAC Quick Claim ELA Grade 5 Claim 1**

*Concepts and Procedures:* Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

*Question Type:* Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

#### *Content Domains*

*Key Details:* (DOK 1/2) Target 1: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Target 8: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

*Standards:* RL-1, RI-1, RI-7

*Central Ideas:* (DOK 2/3) Target 2: Identify or determine a theme or central idea from details in the text, or summarize the text. Target 9: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

*Standards:* RL-1, RL-2, RI-1, RI-2

*Reasoning and Evidence:* (DOK 3) Target 4: Make an inference or draw a conclusion about a text or make inferences or draw conclusions to compare texts (e.g., characters, setting, events, point of view, themes, and topics) and use supporting evidence as justification/explanation. Target 11: Make an inference or draw a conclusion about a text or make inferences or draw conclusions to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points), and use supporting evidence as justification/explanation.

*Standards:* RL-1, RL-3, RL-6, RL-9, RI-1, RI-3, RI-6, RI-7, RI-8, RI-9

*Analysis Within or Across Text:* (DOK 3/4) Target 5: Compare and explain relationships among literary elements (e.g., characters, setting, and events) within or across texts, or describe the narrator or speakers' point of view within or across texts. Target 12: Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts), or determine how the information reveals the author's point of view.

*Standards:* RL-1, RL-3, RL-6, RI-1, RI-3, RI-6

## 9. What evidence-based practices and resources are available to support the understanding and implementation of standards and curriculum?

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

- *Strong* evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.
- *Moderate* evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.
- *Minimal* evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Access the link(s) to download the entire guide(s).

### Turning Around Chronically Low-Performing Schools

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround\\_pg\\_04181.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf)

#### Recommendations

- Signal the need for dramatic change with strong leadership.
- Maintain a consistent focus on improving instruction.
- Provide visible improvements early in the turnaround process (quick wins).
- Build a committed staff.
- Checklist.

### Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

#### Recommendations

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes. (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist.

### **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)

#### **Recommendations**

- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
- Checklist

#### **Additional Resources**

Achieve the Core [www.achievethecore.org](http://www.achievethecore.org)

The Montana Content Standards <http://montanateach.org/resources/montana-content-standards-for-english-language-arts-and-literacy-k-12/>

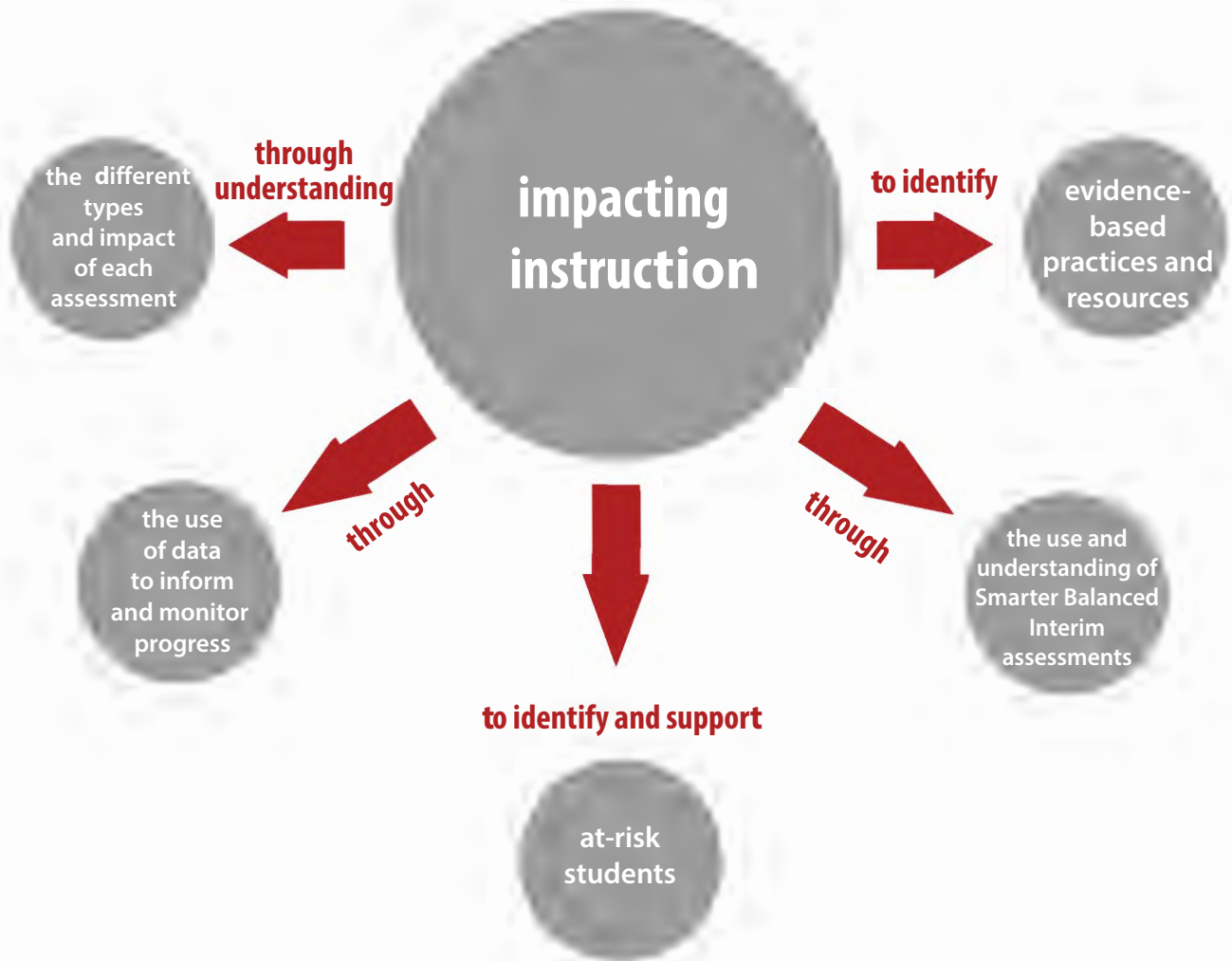
The Montana Early Learning Standards, 2014

<http://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>

Guskey, T. R., & Bailey, J. M. (2010). Developing Standards-Based Report Cards. Thousand Oaks: Corwin.

# ASSESSMENT AND DATA DRIVEN DECISION MAKING

is about





## Comprehensive Literacy Instruction—Assessment and Data-Driven Decision Making

### Essential Questions

1. What does the term assessment mean, and how do the different types impact comprehensive literacy instruction?
2. How is data used to inform instruction and monitor progress of all students, particularly at-risk students?
3. How can the Smarter Balanced Assessments and resources inform and support districts, schools, and educators?
4. What are the evidence-based practices and resources for assessment in literacy?



### At a Glance:

Assessment is identified as a key component for teaching and learning. This section will identify the various types of assessments, the value they bring to stakeholders, and the importance of purposeful assessments. Resources will be identified that accompany various assessments to assist schools and educators connect assessment results to make decisions about the content area focus and to ultimately improve teaching and learning for all students.

### 1. What does the term *assessment* mean, and how do the different types impact comprehensive literacy instruction?

Assessment is often categorized as either formative or summative depending on the intended use of the information collected. A comprehensive assessment system is a balance of formative (informal) and summative (formal) assessment procedures that indicate teacher effectiveness and identifies a student's level of mastery of critical instructional standards. Assessment tools and procedures need to be aligned to the Montana State Standards. These standards provide a consistent and clear understanding of what students are expected to learn. Using the results of varied assessments, academic leaders, educators, and families are prepared to meet the learning needs of each student. There are four types of assessment to consider: screening, diagnostic, progress monitoring, and outcome. These four types of assessments fall under the two major areas of assessment: formative and summative (Shanahan, 2017). The following table identifies and lists the characteristics of each assessment type.

Screening	Outcome Summative	Formative	Diagnostic
Assessments of learning Quick assessments for all students  Determines level of mastery of age or grade level	Assessments of learning  Measures achievement of the curriculum and Montana Content Standards	Assessments of learning Formal and informal assessments Guide current and ongoing instruction	Assessments of learning Assessments administered to students at-risk for failure Provide in-depth information for instructional needs



## Formative Assessment

Formative assessments, which are periodic check-ins throughout a lesson or unit, are used to assess where students are in their learning so that educators and students can determine the next instructional steps (Boaler, 2016). The results of formative assessments are used to adjust instruction to meet individual and group needs on a continuous basis. Informal assessments provide data from classroom activities, observations, conferencing, student projects, and work samples where formative assessment provides educators with answers to many questions about instruction and individual student mastery. Formative assessment answers questions for the educator, such as:

- What are the students understanding?
- How does the information need to be clarified?
- How did the instruction focus on the material intended?
- How should instruction be modified?
- How should the students be grouped?
- What do I need to teach/reteach in the next lesson?

Formative assessments can be done in many ways in a classroom. These are just a few examples. For more ideas, visit Jo Boaler's Youcubed webpage: <https://www.youcubed.org/resources/assessment-for-learning/> or *Checking for Understanding* by Fisher and Frey.

### Examples of Quick Checks for Understanding (Youcubed, 2017)

- Thumbs up, middle, or down.
- Whiteboards for students to show answers.
- Remote clickers, pickers, google forms, or polleverywhere.com.
- Exit tickets with sentence starters or a reflection of the lesson.
- Traffic light or red card/green card.
- Doodle (students draw a visual/diagram of the lesson).

### Formative assessment can also include these three items

**Screening** involves all students and is usually done at set benchmark points, such as the beginning and middle of the school year or the end of a unit of study. Screenings determine level of mastery of grade-level standards.

**Progress Monitoring** assessments should be administered as part of a regular instructional routine: weekly, biweekly, or monthly, depending on content and student need. Many textbooks come with a progress monitoring tool. If assessing regularly, using the same tool provides more reliability than if the assessment tool is switched throughout the year. Various systems are available online or through numerous programs a school can purchase.

**Diagnostic Assessments** help educators plan instruction by providing in-depth information about students' skills and instructional needs. Diagnostic assessments are individually administered to students at-risk for

failure and provide specific information needed to guide appropriate instruction.

### Summative Assessments

Summative assessments are outcome or accountability assessments. They are used to measure students' overall learning on course outcomes based on standards and curriculum. Summative assessments can be administered at the end of units, midterms, and/or at the end of a course. These assessments are designed to judge the extent of students' learning of the material in a course for grading, certification, evaluation of progress, or researching the effectiveness of a curriculum (Bloom, Hastings, & Madaus, 1971, p. 117). Formal assessments provide data using standardized tests or procedures under controlled conditions.

Summative Assessments are NOT:	Summative Assessments can be used to determine:
<ul style="list-style-type: none"><li>~ Checks for understanding.</li><li>~ A diagnostic for struggling students.</li><li>~ Used to guide instruction.</li></ul>	<ul style="list-style-type: none"><li>~ Mastery of a unit or course's content.</li><li>~ Effectiveness of curriculum.</li><li>~ Effectiveness of teaching strategies.</li><li>~ Strengths and weaknesses within the unit or course.</li></ul>

### Screening Assessments

Screening assessments are typically done at the beginning of a school year or before a unit of study. This assessment is focused on specific measures that determine the preparedness of a student and their readiness to study a topic. Screening can also provide data that identifies a possible learning gap with students. These types of assessments can be used to determine if a student needs a diagnostic assessment for placement in a specific class, learning group, or intervention program. Screening assessments that are commonly used in Montana are Istation, DIBELS, AIMSweb, NWEA MAPs, STAR Reading, and locally prepared assessments. Montana now has access to the Smarter Balanced Assessment Blocks for English Language Arts/Literacy that can be used as a screener as the assessment blocks align to the Montana Content Standards.

### Diagnostic Assessments

Diagnostic assessments are used to determine students' strengths and weaknesses in specific areas of learning. While screening identifies a learning gap, the diagnostic testing identifies for educators exactly what additional instruction needs to take place for a student or group of students. Student referral to specialized programs is done through diagnostic testing. Research has shown that diagnostic testing has had a positive impact on student achievement in literacy (Shanahan, 2017). This allows for educators to teach to the strengths of each student while improving the weaknesses, to give all students access to the content.

### Progress Monitoring

Progress monitoring involves frequent measurement to determine whether students are making adequate progress toward mastery of targeted deficiencies that were identified in the screening assessment. Progress monitoring is a Response to Intervention (RtI) tool. The frequency to which progress monitoring takes place should be determined by the skill that is being taught and time it will take for mastery. This type of monitoring allows for the educator to take personal inventory of instructional strategies and adjust during instruction to ensure the needs of the student are being met along the way.

## Outcome Assessments (Accountability)

Outcome or accountability assessments are the summative tests that are used to measure student's overall achievement of the curriculum and standards. They are designed to judge the extent of students' learning of the material in a course for grading, certification, evaluation of progress, or for researching the effectiveness of a curriculum. Smarter Balanced Assessment Consortium (SBAC) in third through eighth grade and American College Testing (ACT) in the eleventh grade are the two most commonly used in Montana. The idea behind accountability testing is to show where improvements in curriculum, instruction, and strategies could improve achievement at the state, district, and school levels. SBAC is a system that provides resources for using the test results to improve instruction and student learning outcomes. This can be a powerful resource when used in conjunction with the data the assessment provides, classroom instruction, and identified student needs. Below are the resources provided by SBAC to impact instruction and learning.

## The Digital Library

The digital library is an online collection of formative assessment tools and resources for high quality instruction and learning. These resources are aligned with the Montana Content Standards and will assist educators with the purposeful implementation and dissemination of formative assessments.

## Interim Assessment Blocks (IABs)

The SBAC, which can be used as a formative assessment, are optional assessments that educators can use to check on student's progress throughout the year. This assessment gives the educator content and skill-level data that can be used to inform their instruction. The interim assessments can be used by educators as much or as little as needed and at different points during the school year to check mastery of a specific content. Interim assessments allow educators to talk to their students about their strengths and weaknesses and set goals for becoming independent owners of their learning outcomes. A benefit is the exposure and practice for students on the platform and questions associated with this computerized assessment. Educators can also use the interim assessments as pretests and post-tests for a specific content area. The immediate results of the assessment will help guide instruction to address content. Districts can use interim assessment, and the student data that comes from them, to help plan and develop professional development for their educators. The table below lists available assessments for each grade band for the IABs.

Smarter Balanced Interim Assessment Blocks Available by Grade for English Language Arts/Literacy		
Grades 3-7	Grades 8	High School
<ul style="list-style-type: none"><li>• Reading Literary Texts</li><li>• Read Informational Texts</li><li>• Brief Writes</li><li>• Revision*</li><li>• Language and Vocabulary Use</li><li>• Editing*</li><li>• Listen/Interpret</li><li>• Research**</li><li>• Performance Task</li></ul>	<ul style="list-style-type: none"><li>• Read Literary Texts</li><li>• Read Informational Texts</li><li>• Brief Writes</li><li>• Edit/Revise***</li><li>• Listen/Interpret</li><li>• Research**</li><li>• Performance Task</li></ul>	<ul style="list-style-type: none"><li>• Read Literary Texts</li><li>• Read Informational Texts</li><li>• Brief Writes</li><li>• Revision*</li><li>• Language and Vocabulary Use</li><li>• Editing</li><li>• Listen/Interpret</li><li>• Research**</li><li>• Performance Task</li></ul>

## 2. How is data used to inform instruction and monitor progress of all students, particularly at-risk students?

### Data-Driven Decision Making

Data-driven decision making refers to the process by which districts, schools, and educators use student data to determine the direction that curriculum, instruction, strategies, and professional development should take

and to change the practices that are not promoting positive student achievement.

**Data-driven decision making is about:**

- Collecting appropriate data.
- Analyzing that data in a meaningful fashion.
- Getting the data into the hands of the people who need it.
- Using the data to increase school efficiencies and improve student achievement.
- Communicating data-driven decisions to key stakeholders (Messelt, 2004).

The effective use of data in decision making begins with the academic leaders. Academic leaders should provide opportunity and means for all stakeholders to collect and store data. Educators also need to be an active part of data discussions and decisions. Academic leaders and educators can help by:

**1. Using Student Data to Inform Instruction**

Research states that having processes and procedures in place that involve student's ownership of their data can be a motivating factor. This can be done through student goal setting. Students need to be taught how to set measurable goals based on their data aligned to specific outcomes, and then to re-evaluate those goals as they work toward the desired level of attainment. In order for goal setting to be fully beneficial to all parties, the criteria of each assessment needs to be clearly explained to the students as well as the expectations set forth by the district, school, educator, and the student. Once completed, feedback should be provided to the student in a timely and constructive manner. Educators can take this opportunity to use the data to inform instruction on a class and individual level. Additional instruction may be necessary for the whole class or more narrowed instruction to address just a few students. By evaluating class and student goals, the educator can help to refocus instruction where necessary. At the student level, formative as well as summative assessments can be tracked and recorded for progress toward a goal. Keep in mind that formative data is informal and may not be compared across school or districts, but can help in creating a student goal and monitoring progress toward that goal. Formative assessment will also help educators to modify instructional practices while the current unit or section is still underway (NAESP, 2017).

**2. Using Assessment Data Effectively (School-wide)**

"An excellent Literacy program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important Literacy content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions and program improvements" (NCTM, 2014).

Data can be used for helping to plan professional development, identifying students' needs, identifying and correcting gaps in the curriculum, improving involvement of parents in student learning, assigning students to classes or groups, designing lessons to ensure student improvement, and helping educators identify when they may need to strengthen their own content knowledge and teaching skills (Improving Schools with Data, The importance of Data Based Decision Making, Sagepub.com). [https://www.sagepub.com/sites/default/files/upm-binaries/25562\\_1204\\_Goldring\\_\\_\\_Ch\\_1\\_excerpt.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/25562_1204_Goldring___Ch_1_excerpt.pdf)

To effectively use assessment data, academic leaders need to have regularly scheduled data analysis discussions that inform ongoing learning/instruction. These discussions may take place among school leadership teams, grade-level teams, and department or content teams. Through collaboration, educators share effective practices, develop common expectations, and work toward meeting the most pressing instructional needs.

### 3. Making Data Part of the Ongoing Cycle of Instructional Improvement

To maximize the benefits of student achievement, educators engage in an ongoing problem-solving cycle in which multiple data sources inform instructional decisions. Both educators and students benefit when routine and systemic data is collected and interpreted collaboratively in grade-level or department-specific teams. Through collaboration, educators share effective practices, develop common expectations, and work toward meeting the most pressing instructional needs. The following steps are an example of how to make data a part of your ongoing cycle.

**Step 1:** Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and can do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”

**Step 2:** Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains.

Collect and prepare a variety of data about student learning. Everything educators do in the classroom is part of the data that paints the picture of who the students are, what they understand, and with what they struggle. The data collected in the classroom comes from a variety of sources including standardized tests (PSAT, ACT, STAR Reading), computer adaptive tests (MAP, Accuplacer), district testing, and state testing (SBAC, ACT).

Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

**Step 3:** Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

**Step 4:** Measure response to instruction/interventions by using data gathered from progress monitoring at agreed-upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s) (Florida Center for Interactive Media, 2015)

(<http://www.florida-rti.org/floridaMTSS/psp.htm>).

A comprehensive assessment system requires a school-level management plan that assesses the effectiveness and quality of instructional programs to guide improvement. The plan should include a description of the program being evaluated, evaluation questions or objectives, data sources, data gathering methods, and data analysis methods. Program strengths and weaknesses and recommendations for the future should result from the assessments.

Moving away from assessment as a final grading tool and toward an effective strategy in the classroom is the key to success for students. Using formative assessment as a strategy to improve instruction and learning is more cost effective than many other school improvement processes of the past (NCTM, 2014).

### **3.How can the Smarter Balanced Assessments and resources inform and support districts, schools, and educators?**

To help achieve the goal that all students leave high school prepared for college and careers, the Office of Public Instruction (OPI) joined the SBAC, a 31-state organization charged with developing an assessment system for the Montana Content Standards in English Language Arts, Literacy ,and Mathematics.

#### **The SBAC system**

- Aligns with the Montana Content Standards.
- Focuses on supporting educators’ instructional practice and implementation of new standards.
- Provides a comprehensive reporting system on classroom practices and student progress for educators, academic leaders, students, and parents.
- Ensures every student can show what they know and can do to meet new standards.
- Offers classroom formative assessment processes and tools, as well as computer adaptive interim and summative assessments.

The Smarter Balanced assessment is an online, computer adaptive assessment in English Language Arts, Literacy, and Mathematics that is aligned to the Montana Content Standards. The summative SBAC assessments are required for all students in Grades 3-10 and occur near the end of the school year. The results are collected by the OPI to provide a comprehensive set of data on the student achievement at the school, district, and state level. Interim assessments are available but not required.

Additional, detailed information about the Smarter Balanced assessments can be found on the OPI website.

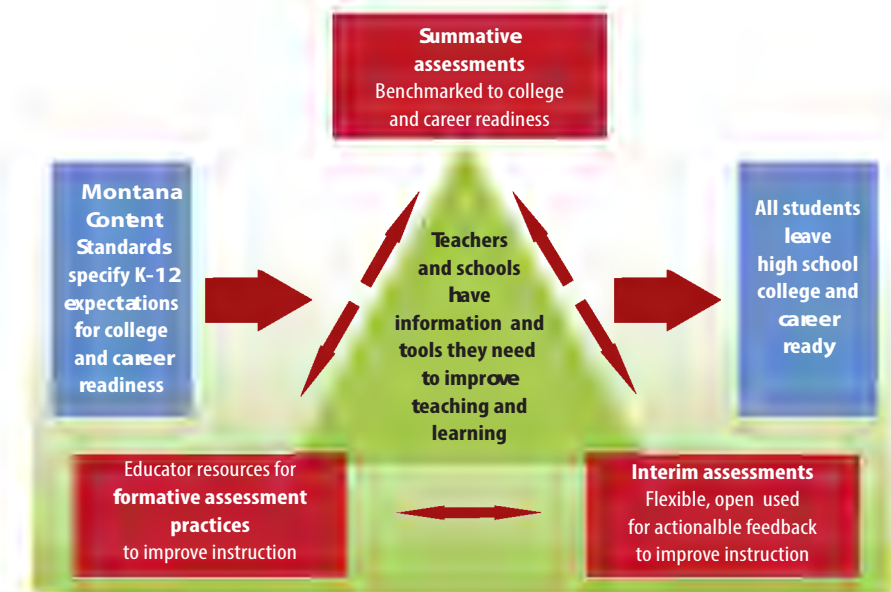
<http://opi.mt.gov/Leadership/Assessment-Accountability/Statewide-Testing/Smarter-Balanced/Smarter-Balanced-Interim-Assessments>

Below is a graphic explaining the Smarter Balanced Assessment System that includes the summative assessments, the formative assessments, and the interim assessments.



Montana Content Standards specify K-12 expectations for college and career readiness

## SMARTER BALANCED A Balanced Assessment System



The two types of interim assessments that are available but not required are:

### 1. Interim Assessment Blocks

1. Small sets of related concepts.
2. Provide detailed information for instructional purposes.
3. Electronically scored, except for the performance tasks.

### 2. Interim Comprehensive Assessments

1. Use the same content as the required summative assessments.
2. Scoring and scaling are the same as the required summative assessments.
3. Electronically scored, except for the performance tasks.

## 4. What are the evidence-based practices and resources for assessment in literacy?

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."



*Strong evidence* means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.

*Moderate evidence* means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.

*Minimal evidence* means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

### **Using Student Achievement Data to Support Instructional Decision Making**

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

Recommendations:

- Make data part of an ongoing cycle of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for school-wide data use.
- Provide supports that foster a data-driven culture within the school.
- Develop and maintain a district-wide data system.
- Checklist

### **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (Institute of Education Science, 2009)

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf)

The aim of the IES guide is to help elementary schools implement an RtI framework to ensure all students, regardless of skill level, learn to read. The target audience includes school academic leaders, instructional coaches, leadership teams, and instructional educators.

#### **Recommendations**

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (Tier 2).

- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist

## Additional Resources

"Assessment for Learning." *Youcubed at Stanford University*. Stanford University, 20 Apr. 2016. Web. 26 June 2017. <https://www.youcubed.org/resources/assessment-for-learning/>

"Concordia University-Portland Online Education Programs." *Concordia University Portland Online*. N.p., n.d. Web. 21 July 2017. <http://education.cu-portland.edu/>.

Fisher, Douglas, and Nancy Frey. *Checking for Understanding*. N.p.: ASCD, 2014. Print.

"Florida's Multi-Tiered System of Supports." *Problem-Solving Process*. N.p., n.d. Web. 14 July 2017.

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National Council of Educators of Mathematics (NCTM). *Principles to Actions: Ensuring Mathematical Success for All*. Reston, Va.: NCTM, 2014.

"Response to Intervention Made Easy." *EasyCBM*. Houghton-Mifflin Harcourt, n.d. Web. 20 July 2017. <https://www.easycbm.com/>.

"Screening Tools Chart." *Screening Tools Chart | Center on Response to Intervention*. Center on Response to Intervention at American Institutes on Research, n.d. Web. 20 July 2017. <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>.

Shanahan, Timothy. "T. Shanahan FINAL Roadmap Levers." *Dropbox*. Montana Office of Public Instruction, n.d. Web. 16 July 2017. <https://www.dropbox.com/sh/0u6r9fkg50rml7h/AABSxq30dpxbi1SvDdMw9u2a?dl=0>.

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"The Importance of Data Based Decision Making." *Improving Schools with Data*. N.p.: Sage, n.d. 5-15. Web. 21 July 2017. [https://www.sagepub.com/sites/default/files/upm-binaries/25562\\_1204\\_Goldring\\_\\_\\_Ch\\_1\\_excerpt.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/25562_1204_Goldring___Ch_1_excerpt.pdf).

"Using Student Achievement Data to Support Instructional Decision Making." National Association of Elementary School Principals, 2011. Web. 14 July 2017.

"What Is Smarter Balanced?" *Smarter Balanced Assessment Consortium*. N.p., n.d. Web. 20 July 2017. <https://www.smarterbalanced.org/about>.

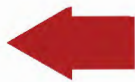
# AMOUNT AND QUALITY

is about



improving  
instruction

by  
understanding



Multi-Tiered  
Systems of  
Support (MTSS)

to identify



evidence-  
based  
practices and  
resources

through



bell to bell  
instruction

to be



explicit and  
systematic



by embedding

Universal  
Design  
for Learning  
(UDL)



## Comprehensive Literacy Instruction—Amount and Quality of Instruction

### Essential Questions

1. How does the understanding of the Multi-Tiered Systems of Support (MTSS) program impact literacy instruction?
2. How does the amount and quality of literacy instruction impact the effectiveness of MTSS?
3. How does Bell to Bell Instruction for all students impact the MTSS programs?
4. What is Universal Design for Learning (UD4L), and how is it implemented within MTSS program?
5. How does explicit and systematic literacy instruction impact MTSS programs?
6. What evidenced-based practices and resources are available to address MTSS?



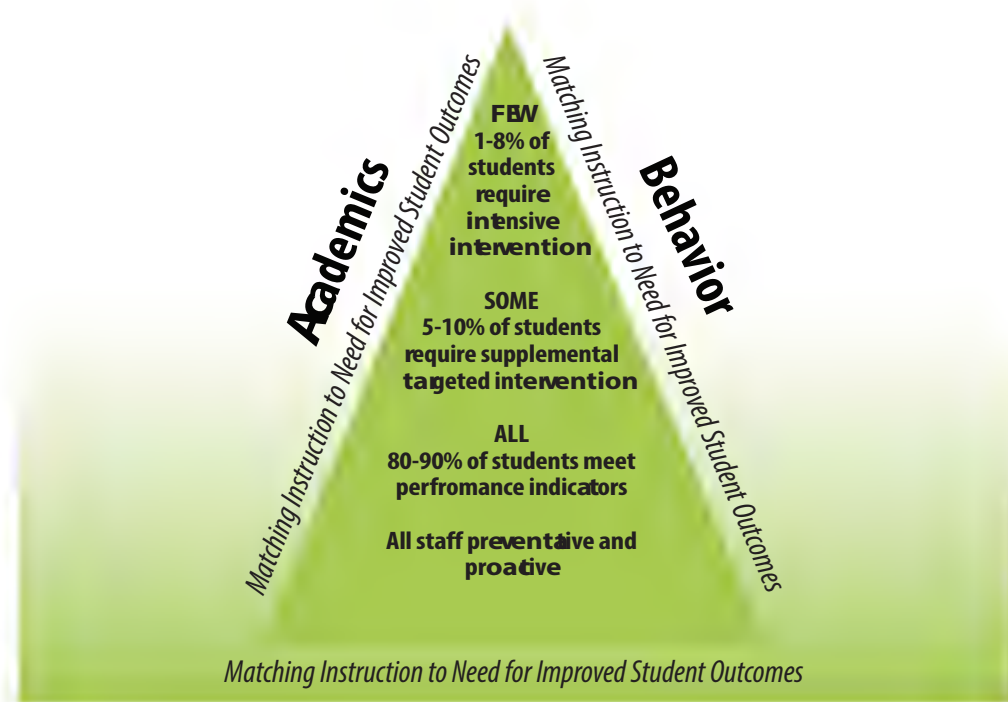
### At a Glance:

Educators need to take full advantage of the time allotted for instruction to regularly and consistently deliver high-quality, effective instruction for all students. To do so takes purposeful planning that incorporates the appropriate Montana Content Standards and the district's or school's curriculum, as well as planning how to deliver that instruction. See the Standards and Curriculum section for information about what content instruction should occur across the grade levels and content area. Read this section to learn more about how that planned instruction is delivered.

### 1. How does the understanding of the Multi-Tiered System of Support (MTSS) program impact literacy instruction?

Effective core classroom instruction should meet the needs of most students, but a system for providing high-quality intensive intervention is required to meet the needs of all students. Multi-Tiered System Support (MTSS) in Montana is intended to meet the needs of all learners. This system of support provides guidance for delivering comprehensive, quality instruction for all students. MTSS is a general education process that provides students with high-quality, research-based instruction and interventions that are matched to the specific needs of Tiers 1, 2, and 3 students.

Data is used to drive decisions about individual student's progress and to determine the appropriate instructional plan necessary for a student to achieve grade-level mastery. Intervention instruction focuses on one or more key areas of development, is clearly defined, implemented with fidelity, and is delivered daily to maximize instruction and intervention benefits. The goal of intervention is to respond quickly to the needs of students who may be at risk of not meeting standards and to get them back on track. Montana's MTSS framework is designed to provide evidence-based instruction and targeted interventions that lead to the success of all students. Below is a graphic representation of the Montana MTSS Framework.



## Tiered Support

### *Tier 1 Core Classroom Instruction*

All students should receive core classroom instruction utilizing evidence-based curriculum and methods to teach critical elements of subjects such as reading, mathematics, and written expression. Identified students will have a sufficient response to instruction by demonstrating content proficiency with effective Tier 1 instruction. Students who score at the higher level of Tier 1 should be receiving instruction that will continue to keep them challenged.

### *Tier 2 Strategic Targeted Instruction*

Some students will require strategically targeted instruction in addition to core instruction. Strategic instruction addresses the specific needs of students who do not make sufficient progress in Tier 1. Tier 2 interventions are targeted to teach specific strategies and skills that are evidence-based and align with core classroom instruction. The duration of this instruction will vary based on student assessment results and progress monitoring data that measures student response to intervention.

### *Tier 3 Intensive Targeted Intervention*

Intensive targeted instruction is provided to the most at-risk students who have not responded sufficiently to Tier 1 and Tier 2 instruction. This percentage usually has severe skill difficulties and requires instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Intensive instruction should take place in addition to Tier 1 instruction; however, it may, in a few instances, replace core instruction. Students needing targeted Tier 3 interventions will have additional instruction daily (e.g., 90 minutes of Tier 1 instruction plus 60-90 minutes of intervention instruction). Tier 3 interventions may replace Tier 2 instruction and should be provided by the most qualified educator within a smaller group of students. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

## **Student Movement through the Tiers**

Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students' response to instruction. A goal of the process is to accelerate learning so that students exit intervention. At any time during this process, a student may be referred for consideration for a 504 Plan and/or special education evaluation.

### **2. How does the amount and quality of literacy instruction impact the effectiveness of MTSS?**

Amount and quality are critical facets of literacy instruction. Amount of instruction refers to actual instructional time that occurs, not the specific time allotted for instruction. Quality of instruction is implemented through use of evidence-based practices that are effectively planned and delivered during lessons. This instruction is responsive to all, making it a critical piece of the MTSS. "High-quality instruction requires that educators understand ... how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs" (Lane, 2014).

According to multiple research studies, effective instruction is "developmentally appropriate, explicit, evidence-based, and systematic" (NRP, 2000). Evidence-based instruction is consistent with the principles of scientific research as defined in Section 200(18) of the Higher Education Act of 1965.

Developing the literacy skills of all learners through quality and time sensitive instruction is a shared responsibility among all educators including effective academic leaders, highly trained and supported educators, and home and community stakeholders. All play a role in protecting the value and quality of the time spent educating all students through the MTSS.

### **3. How does Bell to Bell Instruction for all students impact the MTSS programs?**

"Every Day in Every Classroom" (Riddile, 2016) is about creating an instructional framework for purposeful reading, writing, and discussion across all content areas. Bell to bell instruction allows for the complete and intentional use of the allotted instructional time. Impressing upon the school climate, that learning begins when you enter a classroom, not when an educator begins teaching. This purposeful planning and student engagement, based on the appropriate Montana Content Standards, creates the climate and routines needed to support the implementation of MTSS programs.



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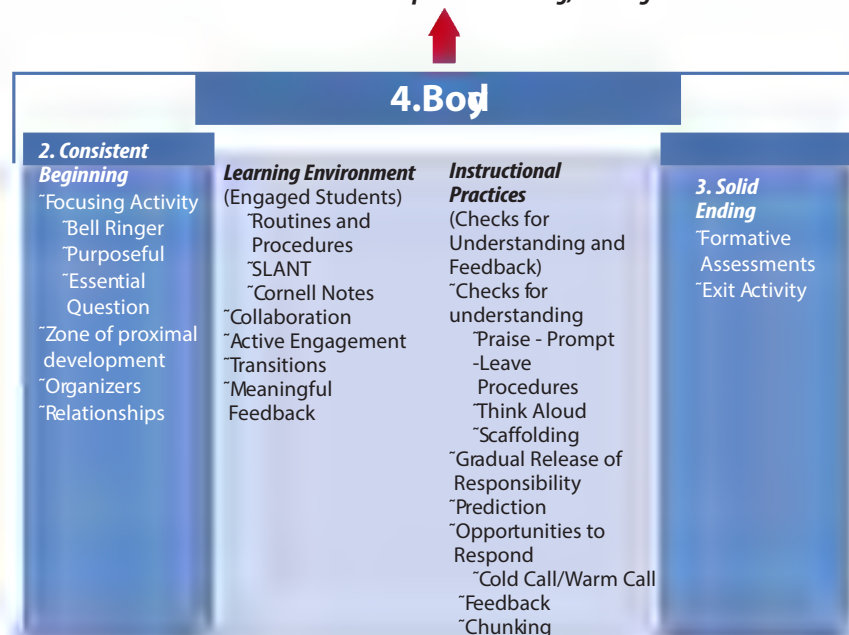
## Four Essential Components of Bell to Bell Instruction

1. **Consistent Beginning** is a focusing activity that ensures learning begins when students enter the classroom. This activity can be differentiated to meet the needs of all students as identified in MTSS (start-up, bell ringer).
2. **Solid Ending** is an assessment or activity that closes the day's learning, assesses student understanding of daily objective or essential question, and drives planning for instruction of the next lesson. Educators will know the content mastery level of each student allowing for tiered work through MTSS in the following lessons (exit activity).
3. **Learning Environment** has students engaged in learning around the objectives or essential questions. This will involve routines, procedures, collaboration, transitions, and meaningful feedback. These components will allow for a safe environment that allows for MTSS programs to meet the needs of all learners.
4. **Instructional Practice** focuses on checks for understanding and feedback through praise-prompt-leave, think-alouds, gradual release of responsibility, predictions, cold call/warm call, feedback, and chunking.

Districts and/or individual schools must develop their own bell to bell framework that meets their identified non-negotiables and needs. All stakeholders must clearly understand the expectations of the bell to bell framework and instruction because academic leaders will be regularly monitoring these expectations through walkthroughs. Academic leaders find that implementing one component of the bell to bell framework at a time until full implementation of all components occurs provides time for educators to learn how to successfully and consistently implement the framework while being provided feedback and support. Walkthroughs, then, occur on each specific component. Once all components are implemented, walkthroughs occur across the framework, and trends of implementation are analyzed by the school leadership team to determine which components are being regularly implemented and those components that need more support for full implementation and sustainability.

### Sample of non-negotiables that could be in the bell to bell framework.

#### 1. Instructional Framework for Purposeful Reading, Writing and Discussion





#### 4.What is Universal Design for Learning and how is it implemented within MTSS programs?

Universal Design for Learners (UD4L) is an approach that focuses on breaking down educational barriers for diverse students. It facilitates quality instruction through flexible delivery, clearly defined learning goals, and identification of educational barriers. UD4L consists of three principles to ensure student progression and offers an opportunity for learning by all. The three principles are Representation, Action and Expressions, and Engagement. All lend themselves to implementing MTSS by allowing flexible methods of delivery and varied forms of expressing understanding that can be centered on an individual student. This flexibility also allows for greater student choice and leads to increased engagement. UD4L offers services to assist all subgroups of disadvantaged students by breaking down the educational barriers (CAST, 2011).

##### Three Principles of Universal Design for Learning

###### Representation

Teaching complex concepts through multiple methods. Through use of graphics, vocabulary enhancement, and drawing on background knowledge.

- Provide options for perception
- Provide options for language, mathematical expressions, and symbols
- Provide options for comprehension

###### Actions and Expressions

Through the diversification of lessons, multiple brain networks will be sparked: recognitions, skills and strategies, caring, and prioritizing.

- Provide options for physical action
- Provide options for expression and communications
- Provide options for executive functions

###### Engagement

Enhanced motivation is achieved through multiple means including student choice. Students learn to persist through challenges; multiple means of demonstrating learning are used.

- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulation

##### Quality of Instruction for Disadvantaged Students

Research shows that academic failure is especially likely among students from low socioeconomic backgrounds, students who are members of racial minority groups and among those whose native language is not English (NRC, 1999). Many of the students in Montana who are at risk for reading failure are members of an American Indian (AI) tribe. While English is often their first language, many AI children are raised in homes speaking both a native language and a version of English, influenced by a strong cultural dialect that varies tremendously from standard American English. Often these children arrive in school with little or no exposure or contact with the standard American English, the language of formal education.

Every student deserves to be placed in the most inclusive learning situation and every student deserves to receive instruction at his or her highest possible capacity. However, some students, including those with

identified disabilities, will demonstrate persistent learning challenges. Such students will benefit from Tier 2 or 3 small-group instruction to Tier 1 skills-based instruction. This Tier 1 skills-based instruction is aligned and coordinated with MTSS with classroom instruction based on the Montana Content Standards. "There is little evidence that children experiencing difficulties learning, even those with identifiable learning disabilities, need radically different sorts of supports than children at low risk, although they may need much more intensive support" (Snow, Burns, & Griffin, 1998, pg. 3).

It is important to include students with disabilities in Tier 1 whole class instruction as determined by the individual education plan (IEP) with adaptations, such as reading aloud, partner work, digital text display, or problems read aloud, for the visually impaired. "Special education students do not necessarily need instruction that is substantially different from what everyone else is receiving. Rather, the instruction should be fine-tuned to fit their individual learning needs. What constitutes good special education lies in the intensity and focus of instruction" (Moats, 2002).

Schools that have a need for special educators and instructional specialists are encouraged to place high-quality professionals in these positions. Academic leaders need to allot time for communication and collaboration between special educators and content area educators to share content area expectations, learning targets, data, and individual student goals. This will strengthen the targeted instruction for each student and the MTSS program within the school and classroom.

The Montana Content Standards and MTSS programs specifically address serving disadvantaged students, including English learners, in culturally responsive classrooms that meet their cognitive and affective needs. "Although it is beyond the scope of the Standards to define the full range of supports appropriate for English Learners and for students with special needs, at the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and the skills necessary in their post-high school lives. The standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students" (Montana Content Standards ).

## **5. How does explicit and systematic literacy instruction impact MTSS programs?**

All instructional materials and content should include explicit and systematic instruction in reading, writing, listening and speaking, and language in all content areas as identified in the Montana Content Standards. In *Explicit Instruction: Effective and Efficient teaching*, authors Anita Archer and Charles A. Hughes (2011) define explicit and systematic instruction.

"In the quest to maximize students' academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. Rosenshine (1987) described this form of instruction as "a systematic method for teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students" (p. 34).

**Elements of Explicit Instruction** (Archer and Hughes, 2011, p. 2)

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units
- Design organized and focused lessons
- Begin lessons with a clear statement of the lesson's goals and your expectations
- Review prior skills and knowledge before beginning instruction
- Provide step-by-step demonstrations
- Use clear and concise language
- Provide an adequate range of examples and non-examples
- Provide guided supported practice
- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback
- Deliver the lesson at a brisk pace
- Help students organize knowledge
- Provide distributed and cumulative practice

Florida Center for Reading Research (FCRR) offers many instructional resources. A powerful set of resources for educators is "Empowering Teachers." This section on the FCRR website shares ideas centering around essentials for reading, differentiations, instructional routines, and planning for instruction, to name a few. Navigate to "Empowering Teachers." <http://www.fcrr.org/assessment/ET/index.html>

The following charts describe details about Tier 2 and Tier 3 instructional support, adequate time for literacy instruction, and additional support for learners with Tier 2 and Tier 3 needs. Specific information is provided for age 3 to entrance into kindergarten, primary level K-3, intermediate level 4-5, and secondary level 6-12.

Age 3 to Entrance Into Kindergarten			
	Tier 1—Classroom	Tier 2—Strategic	Tier 3—Intensive
LEARNERS	All students.	Children identified through dual discrepancy models. These children score in the bottom quartile on baseline measures as well as display slower growth rates than their peers.	Children who do not make sufficient progress in Tier 2 will be considered for Tier 3 instruction.

Age 3 to Entrance into Kindergarten			
ACADEMIC LEADER	Classroom educator, literacy coach.	Classroom reading educator, specialized reading educator, or a special education educator specifically trained in reading intervention.	Speech pathologist, occupational therapist, special education educator.  Educators will reinforce strategies and activities used by specialists for children receiving Tier 3 services.
TIME ALLOCATION	Evidence-based literacy activities identified within the National Early Literacy Panel report are interspersed throughout all parts of the day for developmentally appropriate lengths of time.  Evidence-based literacy activities from the variables of the National Early Literacy Panel.	Evidence-based literacy activities are interspersed throughout all parts of the day for developmentally appropriate lengths of time.  Tier 2-3 activities are delivered to individual children or groups of children in their general classroom environment in addition to Tier 1 activities. In most cases, children will never know that they are receiving anything extra or different from their peers. Interventions are provided during center time for developmentally appropriate lengths of time.	Evidence-based literacy activities are interspersed throughout all parts of the day for developmentally appropriate lengths of time.  Individualized support provided within the context of the general education classroom to the greatest extent possible.
GROUPING	Flexible (whole group, small group, partners).	Small, homogeneous groups of three to six students per educator (optimal).	Small, homogeneous groups of two to five students per educator (optimal).
INSTRUCTIONAL PROGRAM	Early literacy programs grounded in best practice, including the variables identified within the National Early Literacy Panel Report.  Instructional materials and spatial arrangements that support the development of children's language and literacy skills.	Differentiated instruction based on extensions from the Tier 1 program.  Small-group instruction grounded in best practice, including the variables identified within the National Early Literacy Panel Report.  Lessons based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests.	Lessons based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests.

Elementary Level K-5				
	Tier 1—Classroom		Tier 2—Strategic	Tier 3—Intensive
	ELA	Content Area		
LEARNERS	All students.	All students.	Generally, 5-10% of students who need additional structured support.	Generally, 1-8% of students who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers 1 and 2.
ACADEMIC LEADER	ELA educators.	Content-area educators.	Classroom reading educator, specialized reading educator, or a special education educator specifically trained in reading intervention.	Educator specifically trained in teaching reading, reading specialist, or special education educators.
TIME ALLOCATION	Daily 60-minute minimum or one instructional period of explicit instruction using diverse texts 45-90 minutes daily for writing, spelling, word study, etc.	Provided within scheduled content-area classes.	Thirty minutes of strategic reading instruction daily to reinforce skills taught in Tier 1 instruction.	Supplant core instruction with 90-120 minutes of intensive, explicit instruction designed to meet individual needs, guided by data. Optimal to include students in Tier 1 literature.
INSTRUCTIONAL COMPONENTS	Montana Content Standards for English Language Arts.	Focus on vocabulary and comprehension standards within Montana Content Standards ELA that are appropriate for reading and understanding informational text.	Phonemic awareness, phonics/structural analysis, fluency, vocabulary, comprehension, writing, language (any or all components as indicated by assessment data) standards within the Montana Content Standards ELA.	Phonemic awareness, phonics/structural analysis, fluency, vocabulary, comprehension, writing, language (any or all components as indicated by assessment data) standards within the Montana Content Standards ELA.
GROUPING	Flexible (whole group, small group, partners).	Flexible (whole group, small group, partners).	Homogeneous groups of three to six students (optimal).	As recommended by special education or reading educator, groups of three to five students.

<b>Elementary Level K-5</b>				
<b>INSTRUCTIONAL PROGRAM</b>	Evidence-based, grade-level instruction using programs with proven effectiveness and aligned to the Montana Content Standards ELA. All instructional decisions based on assessment.	Evidence-based, grade-level instruction using programs with proven effectiveness and aligned to the Montana Content Standards ELA. All instructional decisions based on assessment.	Evidence-based, explicit instruction to strengthen specific skills identified through Tier 1 assessments. Instruction uses research-validated strategies that have proven effective for identified need.	Explicit instruction at student's performance level, using intervention or replacement program. Decisions based on assessment data.
<b>STANDARDS ALIGNMENT</b>	Evaluate and align current materials and instruction with the Montana Content Standards for ELA.	Evaluate and align current materials and instruction with the Montana Common Core Standards for ELA.	Evaluate intervention materials for explicit, systematic instruction with the Montana Content Standards for ELA.	Evaluate intervention materials for explicit, systematic instruction with the Montana Content Standards for ELA.
<b>PROVIDE PD</b>	Professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, the Seven Essential Understandings for Indian Education for All, and strategies for explicit and differentiated instruction.	Professional development to help educators provide effective content area instruction, and the Seven Essential Understandings for Indian Education for All.	Professional development before and during the implementation of the program to help educators provide effective strategic instruction.	Professional development before and during implementation of the program to help educators provide effective intervention instruction.
<b>ASSESSMENTS</b>	Screening. Diagnostic. Progress monitoring (minimum three times a year). Outcome.	Monitor progress (in-program assessments unit tests, daily performance).	Screening. Diagnostic. Progress monitoring (every four to six weeks). Outcome.	Screening. Diagnostic. Progress monitoring (every week or two). Outcome.
<b>IMPLEMENT PLAN</b>	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to educators.	Provide emphasis on developing vocabulary and background knowledge.	Provide ongoing staff support, including time for planning and collaboration. Provide effective coaching and/or mentoring to educators.	Provide ongoing staff support, including time for planning and collaboration. Provide effective coaching and/or mentoring to educators.



<b>ADJUST IN-STRUCTION</b>	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.	Adjust instructional program based on formative and summative data.	Adjust instruction and student placement based on progress monitoring, assessment data, and all formative and summative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.

<b>Secondary Level 6-12</b>				
	<b>Tier 1—Classroom</b>		<b>Tier 2—Strategic</b>	<b>Tier 3—Intensive</b>
	ELA	Content Area		
<b>LEARNERS</b>	All students.	All students.	Generally, 5-10% of students who need additional structured support.	Generally, 1-8% of students who have marked difficulties learning to read and have not sufficiently responded to the instruction provided in Tiers 1 and 2.
<b>ACADEMIC LEADER</b>	English Language arts educator.	Content-area educator.	Classroom reading educator, specialized reading educator, or a special education educator specifically trained in reading intervention.	Educator specifically trained in teaching reading, reading specialist, or special education educator.
<b>TIME ALLOCATION</b>	One instructional period of explicit English/Language Arts.	Instruction provided within scheduled content-area classes.	Strategic reading and writing instruction in core and content classes, study hall, and tutoring (before, during, and after school).	Supplant core instruction with one or more instructional periods of intensive, explicit instruction specifically designed to meet individual needs and guided by data (acceleration program).
<b>INSTRUCTIONAL COMPONENTS</b>	Core content, grade-level instruction using programs with proven effectiveness and aligned with the Montana Content Standards for ELA. All instructional decisions based on assessment.	Evidence-based, grade level instruction using programs with proven effectiveness and aligned with the Montana Content Standards for Literacy in history/social studies, science, and technical subjects. All instructional decisions based on assessment.	Evidence-based, explicit instruction to strengthen specific skills identified through Tier 1 assessments in both ELA and content-area classes.	Phonemic awareness, phonics/structural analysis, fluency, vocabulary, comprehension, writing (all components as indicated by assessment data) standards within the Montana Content Standards for ELA and literacy core content grade-level instruction using programs with proven effectiveness and aligned with the Montana Content Standards for ELA and literacy. All instructional decisions based on assessments.



<b>Secondary Level 6-12</b>				
<b>GROUPING</b>	Flexible (whole class, small group, partners).	Flexible (whole class, small group, partners).	Flexible (whole class, small group, partners).	As recommended by intervention program or less than 16 students per educator.
<b>INSTRUCTIONAL PROGRAM</b>	Evidence-based, grade-level, explicit instruction incorporating the key elements of effective adolescent literacy using research-based practices.	Evidence based, grade-level, explicit instruction incorporating the key elements of effective adolescent literacy (Montana Content Standards Literacy) using research-based practices.	Explicit instruction at student's performance level using intervention or replacement programs.	Evidence based, grade-level, explicit instruction incorporating the key elements of effective adolescent literacy (Montana Content Standards Literacy) using research-based practices.
<b>STANDARDS ALIGNMENT</b>	Evaluate and align current materials and instruction with the Montana Content Standards in ELA.	Evaluate and align current materials and instruction with the Montana Content Standards Literacy in history/social studies, science, and technical subjects.	Evaluate intervention materials for explicit, systematic instruction of the Montana Content Standards ELA and Literacy.	Evaluate intervention materials for explicit, systematic instruction of the Montana Content Standards ELA and Literacy.
<b>PROVIDE PD</b>	Professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction	Professional development to help educators provide effective content area instruction that is explicit systematic and differentiated.	Professional development before and during the implementation of the program to help educators provide effective strategic instruction.	Professional development before and during implementation of the program to help educators provide effective intervention instruction.
<b>ASSESSMENTS</b>	Screening Outcome	Monitor progress (in program assessments, unit tests, and daily performance)	Screening Diagnostic Progress monitoring Outcome	Screening. Diagnostic. Progress monitoring (weekly/bimonthly optimal) Outcome

Secondary Level 6-12				
IMPLEMENT PLAN	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to educators.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to educators.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to educators.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to educators.
ADJUST INSTRUCTION	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.	Adjust instructional program based on formative and summative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.

## 6. What evidenced-based practices and resources are available to address MTSS?

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

- *Strong* evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.
- *Moderate* evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.
- *Minimal* evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

### Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (Institute of Education Science, 2009) <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

- The aim of this IES guide is to help elementary schools implement an RtI framework to ensure all

students, regardless of skill level, learn to read. The target audience includes academic leadership, instructional coaches, leadership teams, and educators.

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist.

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (Institute of Education Science, 2008) [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)

Many students in Grades 4 and up experience literacy difficulties in content areas. The five recommendations should be part of every content area classroom to allow access to content. The target audience includes leadership teams, instructional coaches, and instructional educators.

- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
- Checklist.

### **Additional Resources**

Florida Center for Reading Research (FCRR) offers many instructional resources. A powerful set of resources for educators is "Empowering Teachers." This section on the FCRR website shares ideas centering around essentials for reading, differentiations, instructional routines, and planning for instruction, to name a few. Navigate to "Empowering Teachers." <http://www.fcrr.org/assessment/ET/index.html>

# AT-RISK STUDENT

is about



Identifying  
understanding  
educational  
impacting  
every student

by  
understanding



students  
who could  
be at-risk

to identify



evidence-  
based  
practices and  
resources

with clear  
identified



roles of  
academic  
leaders  
and staff

to identify and  
support



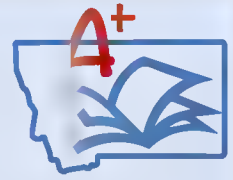
with the use  
of MT Early  
Warning  
Systems  
(EWS)



## Comprehensive Literacy Instruction Component – Literacy Instruction and Support for At-Risk Students

### Essential Questions

1. Which students could be considered at-risk, and how are they categorized?
2. What are the roles of the academic leadership and educators in working with students who are at-risk?
3. How can we support kindergarten through Grade 12 students at risk of not graduating on time, and how can Montana's Early Warning System (EWS) impact the identification of these students?
4. What are the evidence-based practices and resources for supporting leaders and educators with at-risk students in literacy instruction?



### At a Glance:

The focus of this section is on the identification, understanding, and educational impact of our classrooms and systems on Montana students and what role the academic leaders and educators play in providing instructional supports for these students.

### 1. Which students could be considered at-risk, and how are they categorized?

An at-risk student is defined as “a child from birth to Grade 12 who is at risk of educational failure or otherwise in need of special assistance and support, including a child living in poverty, a child with a disability, or a child who is an English learner. This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care, or who has been incarcerated” (ESSA).

When teaching literacy (reading, writing, speaking, and listening), special considerations must be taken for a group of students referred to as at-risk students.

### What are the categories of at-risk students?

Birth to Grade 12 children at-risk of educational failure or otherwise in need

of special assistance and support. This may include:

- Students living in poverty.
- Students living in foster care or homeless.
- Students diagnosed with a disability.
- English learners.
- Students recognized as gifted and talented.
- Infants, toddlers with developmental delays.
- Students at-risk for not graduating on time.
- Students that have been incarcerated.
- Students with a communicated personal crisis.

Categories of At-Risk Students	
Category	Meeting the Needs of the At-Risk Student
<b>Economically Disadvantaged, Foster Care, or Homeless</b>	<ul style="list-style-type: none"> <li>• Narrow the significant vocabulary gap through explicit vocabulary instruction.</li> <li>• Expose students to an array of educational and social experiences.</li> <li>• Maintain high expectations and provide positive praise and feedback.</li> <li>• Communicate with stakeholders about the health and welfare of the student.</li> <li>• Provide intentional instruction for skill deficits.</li> </ul>
Resources <ul style="list-style-type: none"> <li>• <a href="https://www.edutopia.org/discussion/5-ways-help-students-affected-generational-poverty">https://www.edutopia.org/discussion/5-ways-help-students-affected-generational-poverty</a></li> <li>• <i>Meaningful Differences</i> by Hart and Risley</li> </ul>	
<b>English Learners (ELs)</b>	<ul style="list-style-type: none"> <li>• Provide explicit instruction demonstrating the distinctions between the student's first language and the ELs.</li> <li>• Provide opportunity for language production and peer interactions.</li> <li>• Explicitly teach English language vocabulary and structures.</li> <li>• Build on EL's background knowledge to increase comprehension.</li> <li>• Provide meaningful communication with EL's parents or guardian.</li> <li>• Provide intentional instruction for skill deficits.</li> </ul>
Resources <ul style="list-style-type: none"> <li>• <a href="http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year">http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year</a></li> <li>• <a href="https://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html">https://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html</a></li> </ul>	
<b>Children with Disabilities</b>	<ul style="list-style-type: none"> <li>• Provide direct instruction.</li> <li>• Use a sequential, simultaneous structured multisensory approach.</li> <li>• Break learning into small steps.</li> <li>• Model instructional outcomes and desirable behaviors.</li> </ul>
Resources <ul style="list-style-type: none"> <li>• <a href="https://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/">https://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/</a></li> <li>• <a href="http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/">http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/</a></li> <li>• <a href="http://www.asha.org/NJC/Literacy-in-Individuals-With-Severe-Disabilities/">http://www.asha.org/NJC/Literacy-in-Individuals-With-Severe-Disabilities/</a></li> </ul>	

<b>Migrant</b>	<ul style="list-style-type: none"> <li>• Implement evidence-based methods on effective instruction for linguistically and culturally diverse student populations into classroom practice.</li> <li>• Expose students to the more academically rigorous coursework and content to which mainstream students have access.</li> <li>• Hold students to high expectations.</li> <li>• Use cooperative learning strategies.</li> </ul>
<i>Resources</i> <ul style="list-style-type: none"> <li>• <a href="http://www.colorincolorado.org/article/migrant-students-what-we-need-know-help-them-succeed">http://www.colorincolorado.org/article/migrant-students-what-we-need-know-help-them-succeed</a></li> </ul>	
<b>Youth in Contact with Juvenile Justice (Incarcerated)</b>	<ul style="list-style-type: none"> <li>• Support student and family with transitions.</li> <li>• Ensure access and support of classroom materials and school work.</li> <li>• Provide meaningful feedback to allow for independent acquisition.</li> </ul>
<i>Resources</i> <ul style="list-style-type: none"> <li>• <a href="http://www.apa.org/monitor/2012/02/at-risk-students.aspx">http://www.apa.org/monitor/2012/02/at-risk-students.aspx</a></li> </ul>	
<b>Gifted and Talented Students</b>	<ul style="list-style-type: none"> <li>• Give appropriate opportunities for growth beyond general expectations that do not simply mean more volume of work for this diverse student population.</li> <li>• Implement flexible multilevel and multidimensional lessons.</li> <li>• Make the learning student centered.</li> <li>• Ensure learning outcomes are aligned to the Montana Content Standards.</li> </ul>
<i>Resources</i> <ul style="list-style-type: none"> <li>• <a href="http://www.nagc.org/resources-publications/resources/definitions-giftedness">http://www.nagc.org/resources-publications/resources/definitions-giftedness</a></li> </ul>	

## 2. What are the roles of the academic leadership and educators in working with students who are at-risk?

### Academic Leader's Roles May Include:

- Develop and maintain high expectations for all students.
- Maintain a consistent focus on improving literacy instruction and actively engaging the leadership team, grade level teams, content area teams in the continuous improvement cycle.
- Ensure assessment systems are in place to gather and analyze data to guarantee appropriate academic supports for at-risk students.
- Be the academic leader for student achievement in literacy by tracking student progress and supporting intervention.
- Take responsibility for the quality of the delivery of literacy in every classroom and across all content areas.



### **Educator's Roles May Include:**

- Collaborate with school personnel to ensure the students' needs are conveyed to all stakeholders.
- Create a reciprocal communication plan with parent and guardians to address both successes and failures that impact the students' learning.
- Provide differentiated instruction to accelerate learning and maximize student achievement for all students as part of Tier 1 instruction.
- Provide flexible instructional grouping of students based on their ongoing identified needs.

### **3. How can we support kindergarten through Grade 12 students at risk of not graduating on time, and how can Montana's Early Warning System (EWS) impact the identification of these students?**

#### **Kindergarten to Grade 5**

Reading proficiency is recognized as a critical factor in a child's academic success, but numerous barriers can impact the ability to read on time and at grade level. For some students, dropping out can be traced to experiences at the start of elementary school. Existing research indicates three areas that communities should check.

- Early chronic absenteeism—students missing a month or more of school in K–3.
- Acquiring basic reading skills—students entering third grade without strong reading skills.
- Positive school experiences—students having serious behavioral problems in K–3

#### **Middle and High School Years**

It is during the middle grades and the first two years of high school when we can identify the majority of students who, without sustained intervention, will likely not graduate. During these years it is particularly important to pay attention to the A, B, C's of dropout prevention.

- Attendance—sixth to eleventh graders who miss 10 to 40 or more days of school are sending increasingly loud distress signals.
- Behavior—middle grade and high school students who get suspended need support to stay on-track to graduate, but so do students who consistently demonstrate mild misbehaviors or lack of effort, e.g., not completing assignments, not paying attention, acting out of place in the classroom.
- Course Performance—Students who receive an F, especially in math or English, or two or more F's in any class are off the graduation path. D's and very low GPA's are also causes for concern. Overall, course performance is more predictive than test scores of a student's graduation odds.

#### **Institute Early Warning Systems and On-Track Indicators**

Educators have developed indicators that help identify when a student is at risk of dropping out long before the student makes that choice. These indicators can be as simple as tracking grades and attendance. High schools, middle schools, and elementary schools need to develop these early warning systems to identify students in need of extra academic or other support. With that information, districts, schools, and parents can intervene to get students back on-track and increase the likelihood of graduating.

The Montana OPI's Early Warning Systems offers resources that are evidence-based frameworks and continuums for intervention, insights on multiple pathways to graduation, and useful tools for putting an early warning system in place in every school. For more information,

<http://opi.mt.gov/Leadership/Data-Reporting/AIM-Achievement-in-Montana/AIM-Additional-Resources>

#### **4. What are the evidence-based practices and resources for supporting leaders and educators with at-risk students in literacy instruction?**

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

- *Strong* evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.
- *Moderate* evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.
- *Minimal* evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

#### **Using Student Achievement Data to Support Instructional Decision Making**

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

How educators use the collected data to better inform instructional practice is the focus for this guide. It provides a framework for using student achievement data to support instructional decision making. The target audience includes leadership teams, instructional coaches, and instructional educators.

#### **Recommendations**

- Make data part of an ongoing cycle of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for school wide data use.
- Provide supports that foster a data-driven culture within the school.
- Develop and maintain a districtwide data system.
- Checklist.

## **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (Institute of Education Science, 2009)

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

- The aim of this IES guide is to help elementary schools implement an RtI framework to ensure all students, regardless of skill level, learn to read. The target audience includes academic leaders, instructional coaches, school leadership teams, and educators.
- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist.

## **Preventing Dropout in Secondary Schools** (Institute of Education Science, 2017)

<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

More than half a million high school students drop out of school each year. This guide includes both targeted and school-wide approaches so that educators can offer support to all students as well as more intensive support for those at high risk.

- Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

## Helping Students Navigate the Path to College: What High Schools Can Do (Institute of Education Science, 2009)

The focus of this IES guide is to help schools and districts develop practices and processes to increase access to higher education. The target audience includes leadership teams and all educators who have contact with students.

- Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by ninth grade.
- Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
- Surround students with adults and peers who build and support their college-going aspirations.
- Engage and assist students in completing critical steps for college entry.
- Increase families' financial awareness, and help students apply for financial aid.
- Checklist.

### Resources

- The Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill
- The National Consortium on Deaf-Blindness (NCDB) Literacy Practice Partnership, All Children Can Read
- Erickson, K., Hanser, G., Hatch, P., & Sanders, E. (2009). *Research-based practices for creating access to the general curriculum in reading and literacy for students with significant intellectual disabilities*. Retrieved from the Council for Chief State School Officers, Assessing Special Education Students website: [http://literacyforallcarc.weebly.com/uploads/1/6/2/1/16218848/ccsso\\_ases\\_literacymonograph.pdf](http://literacyforallcarc.weebly.com/uploads/1/6/2/1/16218848/ccsso_ases_literacymonograph.pdf)
- <http://www.readingrockets.org/article/effective-reading-interventions-kids-learning-disabilities>
- <https://intensiveintervention.org/about-charts-resources>
- CORE Sourcebook
- Annie E. Casey Foundation. Early Warning Confirmed: A Research Update on Third-Grade Reading. Baltimore: s.n, 2013.
- United Way of Northern Nevada and the Sierra. Kindergarten Readiness and Early Literacy. 2015 <http://www.zerotothree.org>
- <http://www.colorincolorado.org/article/migrant-students-what-we-need-know-help-them-succeed>

# MOTIVATION FOR TEACHING AND LEARNING

is about



energizing,  
directing, and  
sustaining teaching  
and learning

through



a clear  
definition and  
understanding  
of individual  
components

to identify



evidence-  
based  
practices and  
resources

by identifying



these  
elements as  
important  
pieces  
for success

through clearly



identified  
roles for  
all school  
personnel



## Comprehensive Literacy Instruction Component – Motivation for Teaching and Learning

### Essential Questions

- What is motivation?
- Why is motivation an important element of a school?
- How can motivation be addressed within schools for teaching and learning?
- What are the evidence-based practices and resources to support motivation for teaching and learning?



### At a Glance:

This section of the MLP begins by defining motivation for teaching and learning. Educators fall into both the teaching and the learning categories. Purposeful consideration and planning to increase motivation for teaching and learning provide many benefits for students and educators alike. Learn more about the role of motivation in schools as well as acquire some evidence-based practices and resources aimed at increasing motivation for teaching and learning.

### 1. What is motivation?

Motivation is the specific desire or willingness of someone to do something and can be the determining factor in both failure and success. Narrowing that broad definition to specifically address motivation in teaching and learning is the intention of this section of the MLP. Academic leaders and educators can create a culture and mindset of motivation to impact the value and success of a school. Research references from Hattie, Shanahan, Knight, Boaler, and Dweck show how to create a culture of motivation through mindset and choice that increases willingness to learn, attainment of goals, and an ability to impact change. “A lot of scientific evidence suggests the difference between those who succeed and those who do not is not the brains they were born with, but their approach to life, the messages they receive about their potential, and the opportunities they have to learn” (Boaler, 2016).

### 2. Why is motivation an important element of a school?

Motivation allows teachers to teach and for learning goals to be reached (Shanahan, 2017). Motivation can be a challenge because there are many factors that contribute to motivation that span from academic leaders, to educators, to students. Frequently, what motivates one person does not necessarily do the same for others.

“With the right mindset, we can motivate our kids and help them to improve in school, as well as reach our own goals, personal and professional” (Dweck, 2006).

### 3. How can motivation be addressed within schools for teaching and learning?

“In each of these dramatic, remarkable, good-to-great transformations, we found the same thing: There was no miracle moment. Instead, a down-to-earth, pragmatic, committed-to-excellence process—a framework—kept each school, its leaders, and its people on track for the long haul” (Collins, 2001).

### Academic Leaders

As academic leaders, the motivation toward higher student achievement comes from having school educators and students with a clear vision of both the mission and goals of the school and the motivation to follow and achieve those goals. The work toward collective educator efficacy addresses these pieces as well as the importance of the roles educators to play in these processes.

### Collective Teacher Efficacy

Professor John Hattie ranked collective teacher efficacy as the number one factor influencing student

achievement (Hattie, 2016). “Collective teacher efficacy refers to the collective self-perception that teachers in each school make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004 p. 190). Academic leaders must work to create a climate for the developing, sharing, and reflecting of these collective beliefs, not only to impact students, but the school. Below is a summary of three conditions that can positively impact collective educator efficacy.

### **Three Enabling Conditions for Collective Teacher Efficacy (Donohoo, 2016)**

- *Advanced Teacher Influence* focuses on the power of teacher leader roles and decisions on school-wide issues. Offering autonomy and voice to the educators on important issues will help in building collective efficacy.
- *Goal Consensus* has clear and measurable goals and is vital to the success of any change. It can be very challenging to collaboratively develop, communicate, and agree on goals to impact learning, teaching, and leading.
- *Conditions of effective goal setting.*
- The team has the capacity to meet the goals.  
The goals are clear and specific.  
The staff is committed to the goals.
- Responsiveness of Academic Leadership addresses effective academic leaders that act consistently to ensure their team can complete their duties effectively. They are responsive and show their staff respect and concern. They prevent anything that detracts from the mission and goals of teaching.

“By strengthening collective teacher efficacy, teachers will develop the resolve to persist against challenges and realize increased student results. Given its effect on student learning and achievement, the importance of strengthening collective efficacy must not be understated or overlooked” (Donohoo, 2016).

Time is one of the most valuable commodities that academic leaders can provide and protect while ensuring the purposefulness of its use. Time can create a clear path or be a hurdle for the motivation of educators.

### **Here are some suggestions for protecting and planning educator’s time.**

Ensure that meetings, professional development, and assemblies are purposeful and meet the mission and goals of the school.

- Limit the time and number of meetings, classroom interruptions, and distractions that take away from educational time.
- Allow the needed time for coaching, professional trainings, implementation, and collaboration.
- Offer ample time for discussion, training, and reflection for new materials and programs.
- Make time for data collection, discussion, and decision making for grade-levels, departments, and leadership teams.

### **Instructional Coach (IC)**

“Principals provide leadership, guide the development of the Target, and observe and encourage teachers as they grow and move toward the Target. [Professional Development] introduce teachers to the practices that are in the Target. Intensive learning teams provide opportunities for teachers to rethink curriculum in light of the Target. Coaches help teachers take all the ideas and practices they are learning and bring them to life.



Without coaching, too often, no significant change occurs” (Cornett & Knight, 2009).

The partnership educators have with an instructional coach can impact positive change if both partners are aware of, and motivated toward, a common goal. Jim Knight gives the example of a person choosing to go on a diet to improve their health versus a person who has had a diet selected for them by a concerned family member. Research shows that the person who selected their own goal will be more motivated to succeed than the person who had their goal selected for them. Allowing autonomy when it comes to goal setting and giving teachers that voice will likely increase the motivation to work with the instructional coach to attain their goal.

When an IC partners with an educator toward a common goal, it should be a culture of respect, compassion, optimism, and celebration of milestones.

According to Jim Knight (Knight, 2011), the IC should embody the following principles and motivates change.

- Equality—the core belief that they are partners.
- Choice—the teacher can choose whether they want to work with the coach.
- Voice—allows educators to be heard.
- Reflection—allows educators to think and reflect on their learning and practice rather than being told what they are learning.
- Dialogue—discussion through which the best ideas shine.
- Praxis—dialogue that is embedded in action with the continual thought of how the experience will benefit the teacher and the students.
- Reciprocity—the IC is a learner as well.

## **Educators**

A common discussion about students’ lack of interest or motivation in learning is happening at every grade level and across all content areas in most schools around the state. Students have different needs when it comes to motivation. Those who are intrinsically motivated may show interest in the subject, will be able to easily relate the content to the real world, and feel a sense of accomplishment upon mastery. Extrinsically-motivated students usually have and share parental or role model expectations with a big focus on what the course will offer them and overall grade. Unfortunately, educators do not get to choose which type of motivation their students favor but have the opportunity to create a classroom culture and climate that maximizes both types.

Carol Dweck (2006) addresses the mindset in which we carry for ourselves, and often impose upon others, and how that mindset can positively or negatively impact motivation. The extent of the impact is different for each content area but still effects the students we work to educate. Those with a fixed mindset see their situation as carved in stone. This includes what they are capable of learning and accomplishing. Those with a growth mindset view where they are as a starting point and will gain and move forward. A student with their own fixed mindset can be tough to overcome but, even more challenging, is having an educator with a fixed mindset about their students. If students and educators can work toward a growth mindset, they will be more motivated to give effort, explore, and learn the content of your discipline.

Dweck (2006) identified characteristics of a growth mindset that need to be nurtured and reinforced in all students.

- Intelligence can be developed.
- Leads to desire to learn.
- Embraces challenges.
- Persists in the face of setbacks.
- Sees effort as the path to mastery.
- Learns from criticism.
- Finds lessons and inspiration in the success of others.
- Reaches higher levels of achievement.

Linda Gambrell (2011) offers Seven Rules of Engagement that specifically links to motivation to read. Gambrell supports the finding that instruction in decoding and comprehension skills is not enough to ensure readers are comprehending and motivated to read. She believes that if students are not motivated to read, they will not reach their “full literacy potential.”

Seven Rules of Engagement, students are more motivated to read when:

- Reading tasks and activities are relevant to their lives.
- They have access to a wide range of reading materials.
- They have ample opportunities to engage in sustained reading.
- They have opportunities to make choices about what they read and how they engage in and complete literacy tasks.
- They have opportunities to socially interact with others about the text they are reading.
- They have opportunities to be successful with challenging texts.
- Classroom incentives reflect the value and importance of reading.

“Regardless of the objective value of an activity or topic, if students do not recognize its value, they may not be motivated to expend effort. However, if students clearly see how coursework connects to their goals, interests, and concerns, they will be more likely to value it, and thus more motivated to invest time and effort” (Eberly Center Teaching Excellence & Educational Innovation, 2015).

Strategies to increase motivation and value students have in the course and its content.

Become a champion of your discipline.

Educator's passion for the content increases student motivation.

Share realistic learning goals or objectives.

Goals play a key role in motivation as it shows what value the student gets from the lesson, unit, or course.

Variety.

Engage students in various ways to achieve mastery.

Relevance to students' lives.

Sharing with students how the strategies and learning occurring in the content area can be generalized to other areas of studies or real life and will increase their motivation for mastery and retention.

Connect to personal interests.

Know students' concerns and backgrounds as personal interest in them will impact their initiative in the classroom.

Choice.

Allow students' options and opportunities to combine their interests with content and instruction.

Motivation is a piece of the overall big picture of comprehensive literacy instruction that holds value and can positively impact change. Creating a climate and culture of motivation that honors the role of those impacted holds a great deal of value in impacting motivation. There are many resources for the motivation of teaching and learning. Below is a list of resources that can support the learning of Motivation for Teaching and Learning.

#### 4. What are evidence-based practices and resources?

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

- *Strong* evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.
- *Moderate* evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.
- *Minimal* evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

## **Using Student Achievement Data to Support Instructional Decision Making**

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

### **Recommendations**

- Make data part of an ongoing cycle of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for school-wide data use.
- Provide supports that foster a data-driven culture within the school.
- Develop and maintain a district-wide data system.
- Checklist.

## **Turning Around Chronically Low-Performing Schools**

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround\\_pg\\_04181.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf)

### **Recommendations**

- Signal the need for dramatic change with strong leadership.
- Maintain a consistent focus on improving instruction.
- Provide visible improvements early in the turnaround process (quick wins).
- Build a committed staff.
- Checklist.

## **Organizing Instruction and Study to Improve Student Learning**

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf>

### **Recommendations**

- Space learning over time.
- Interweave worked example solutions with problem-solving exercises.
- Combine graphics with verbal descriptions.
- Connect and integrate abstract and concrete representations of concepts.
- Use quizzes to re-expose students to key content.
- Help students allocate study time efficiently.
- Help students build explanations by asking and answering deep questions.
- Checklist.





*Continuous improvement of instruction and student learning is vital in meeting the challenges of the Montana Content Standards and preparing students to be college- and career-ready.*





## 4

### Improving Instruction Components



# IMPROVING INSTRUCTION

is about



strengthening  
systems  
to improve teaching  
and learning by

developing strong



academic  
leadership

implementing  
Purposeful



professional  
development



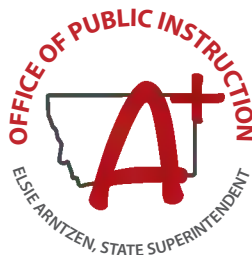
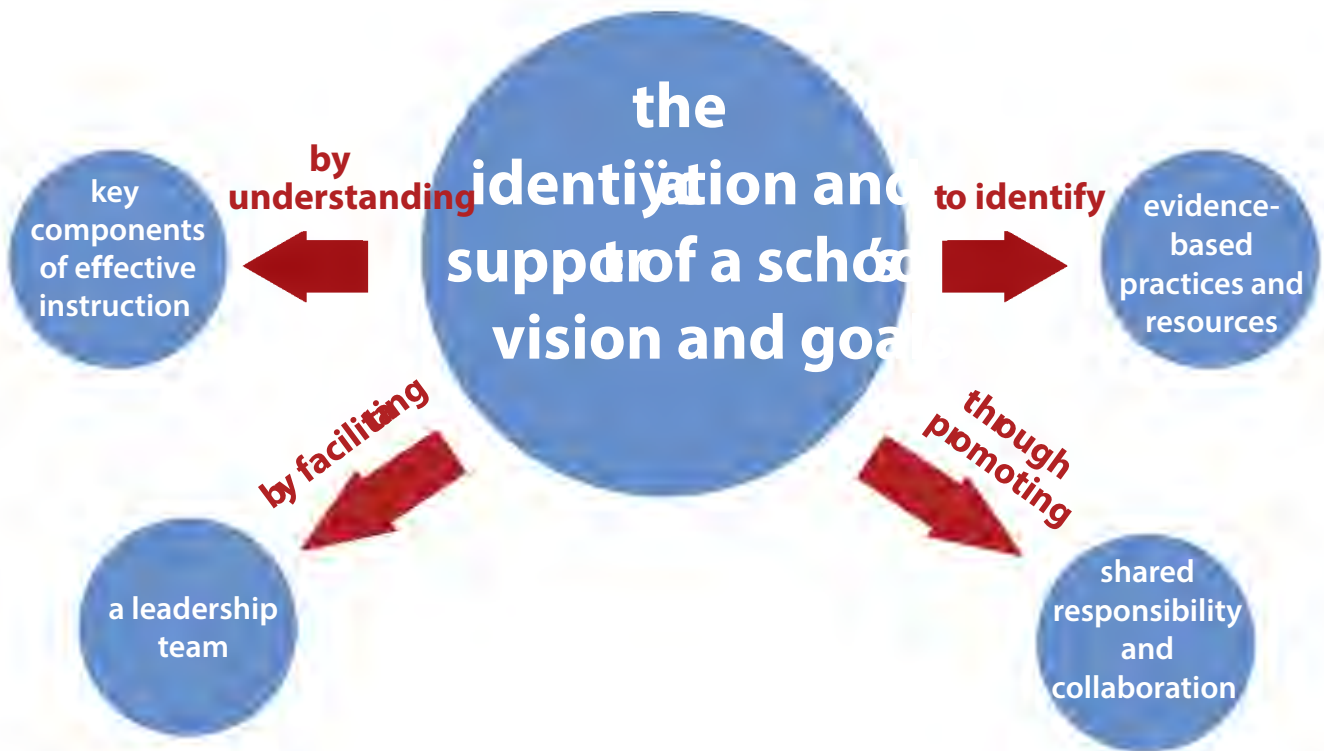
identifying and supporting

community  
and family  
engagement



# ACADEMIC LEADERSHIP

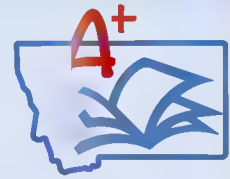
is about



## Improving Instruction Component–Academic Leadership

### Essential Questions for Academic Leadership

- How can academic leadership promote literacy efforts in a district, school, and community?
- How is a leadership team established, and what roles does it play in school improvement?
- What are the roles of principals to promote shared responsibility and collaboration?
- What are evidence-based practices and resources?



### At a Glance:

Research identifies that even though academic leadership does not have a direct effect on improving student outcomes, it has an indirect effect that makes it a critical component of school improvement. Academic leadership should include the principal and educators that are representative of the staff within a school (i.e., grade level educators, special education, paraprofessional, instruction coach). Read this section to learn how academic leadership can promote literacy efforts, what a leadership team is, and how this team can guide school improvement while adhering to the specific differences between the principal and the leadership team.

### 1. How can academic leadership promote literacy efforts in a district, school, and community?

Leadership is a key component of any school improvement initiative. “Leadership is the exercise of influence on organization members and diverse stakeholders toward the identification and achievement of the organization’s visions and goals” (Leithwood, 2012, p. 1 .) Continuous improvement of instruction and student learning is vital in meeting the challenges of the Montana Content Standards and preparing students to be college- and career-ready.

Leadership needs to understand the key components of school improvement to build district and school capacity to implement and sustain systems and processes for effective literacy instruction, and to provide resources and ideas to enhance collaboration and ownership in improved student academic success in literacy.

The success of any improvement initiative depends on securing buy-in from educators and requires selecting staff members to serve on a leadership team (LT). This builds leadership capacity through distribution of responsibilities for planning, communicating, and implementing change within the school.

The LT leads a school to improve teaching and learning by using a comprehensive needs assessment, a continuous improvement cycle, and a measurable action plan. These systems help the LT to ultimately plan, implement, and sustain a literacy culture that improves teaching and learning. Some LTs use Professional Learning Communities (PLCs) as the foundation for their continuous improvement cycle and action plan.

The principal, however, cannot delegate his or her role or responsibility. School improvement efforts “can be considered the joint work of the leadership team, with the principal functioning as a key member of that team” (Marzano, R.J., Waters, T., & McNulty, B.A., 2005, p. 106).

## 2. How is a leadership team established, and what roles does it play in school improvement?

Select staff members to serve on a LT who:

- Have knowledge of literacy best practices, including evidence-based curriculum and instruction.
- Are highly competent and recognized by peers for their knowledge and skill in the classroom.
- Are willing to share resources and guide other staff members.
- Possess good communication skills.
- Are flexible and respect the opinions of others.
- Maintain a positive attitude and can inspire others to do the same.

When the entire team (e.g., principal, educators, instructional coach, speech-language pathologists, counselors, parent representative) is engaged in exploring and implementing the fundamental purpose—increasing literacy achievement—the result is a sustained culture of commitment to that goal (adapted from Louisiana’s Comprehensive Literacy Plan, May 2011).

<b>Building Leader (Principal or lead teacher)</b>	<b>Collaborative Team (Principal is part of the leadership team)</b>
<ul style="list-style-type: none"><li>• Designate resources and time for educators.</li><li>• Be involved in planning and implementation of the action plan and continuous improvement cycle.</li><li>• Offer immediate and ongoing feedback.</li><li>• Communicate goals and shared vision.</li><li>• Monitor and review teacher performance and individual growth plans to help achieve the goals set by the leadership team.</li></ul>	<ul style="list-style-type: none"><li>• Brainstorm action plan steps and prioritize.</li><li>• Analyze data to drive professional learning and instruction.</li><li>• Set goals for academic achievement.</li><li>• Work together to provide feedback for teaching and learning.</li></ul>

## 2. What are the roles of principals to promote shared responsibility and collaboration?

Dr. Melvin Phillips (2005), a former principal, says, “Strong leadership from both administrators and educators is an essential building block in constructing a successful literacy program, but the role played by the principal is key to determining success or failure of the program.” A proactive school leader is critical in ensuring a literacy culture survives and thrives.

School leaders need to communicate a clear and shared focus—a vision of every child meeting the Montana Early Learning Standards and being prepared to enter kindergarten, and every K-12 student to demonstrate mastery of the Montana Content Standards for English Language Arts and Literacy at grade level. Principals must hold fast to the vision; it should become a guiding force for all educational decisions at every grade level and for every subgroup, including minority students, those living in poverty, English learners, and special education students.

### Principals

To further support the efforts of the educators, leadership needs a deep understanding of the planning and

implementation of lessons that come from direct classroom experience as co-planners and co-teachers (Confer, C. & Ramirez, M., 2012, pp. 47-48).

### **Principal's Role as Evaluator**

Montana has an opportunity to regularly monitor and provide meaningful feedback in a growth model format using the Educator Performance Appraisal System (EPAS), designed for both principals and educators.

As of July 1, 2013, Administrative Rules of Montana (ARM) Chapter 55 Standards of Accreditation Revised are in effect. Included in Chapter 55 are the revised standards relating to the evaluation process used in Montana schools, which outline the minimum guidelines and requirements of "the evaluation system used by a school district" (The Montana Office of Public Instruction, 2015 .)

Designed as a professional growth model, EPAS is a natural springboard into monitoring and reviewing principals' roles in developing and implementing vision and goals, a culture of learning, the management of learning, and professional responsibilities. Further, it opens learning conversations regarding teachers planning and preparation, classroom environment, instructional effectiveness for student learning, and professional responsibilities for educators. Here is a link for more information:

<http://opi.mt.gov/Educators/Teaching-Learning/Professional-Learning/Montana-EPAS>

### **Principal's role for instructional observations**

Highly effective schools who outperform other schools have academic leaders that visit classrooms regularly, remind educators of the value of specific instructional practices, promote literacy throughout the school, support family literacy programs, create a business-like atmosphere in the school, and expect improvement at all levels. Research has shown that regular classroom observations by principals and leadership teams, combined with meaningful dialogue, data analysis, and high-quality professional development, can have a positive impact on instructional quality and student achievement in literacy.

### **Supporting Literacy Efforts through Walkthroughs**

- The University of Oregon has identified three types of walkthroughs that will provide an effective feedback loop to sustain best practices in the classroom.
- Implementation Walkthrough: Purpose is to determine if the instructional program is being implemented as planned.
- Instructional Walkthrough: Purpose is to determine if the instruction being delivered within the classroom reflects what we know about instructional effectiveness.
- Informational Walkthrough: Purpose is to determine if the students are learning from the instruction being provided and what evidence exists to back up this statement.

An essential thread of all walkthroughs is feedback based on the "look-fors" identified through the literacy improvement process. For more information on implementing an effective walkthrough process as well as identifying the look-fors that will improve instructional practice, visit <http://oregonliteracydpd.uoregon.edu/topic/conduct-classroom-walkthroughs-regularly-and-provide-effective-feedback>

Key Elements of Walkthroughs—Using Classroom Walkthroughs to Improve Instruction,  
[https://www.naesp.org/resources/2/Principal/2009/M-A\\_p30.pdf](https://www.naesp.org/resources/2/Principal/2009/M-A_p30.pdf)

- Make walkthroughs routine.
- Identify the focus of the walkthrough.
- Observe instructional practices in the classroom.
- Notice whether students appear to be oriented to the work.
- Review curricular objectives being taught.
- Reflect with educator after the walkthrough (provide feedback via email or face to face) and provide follow-up support as needed.

### **Time Commitment**

Time is a precious commodity for anyone in education, and the most time should be allotted to the most important things being focused on, especially in terms of activities for school improvement.

The key is not to prioritize what is on your schedule, but to schedule your priorities (Confer, C. & Ramirez, M., 2012, pg. 59).

A cost benefit analysis can often assist academic leadership to understand that what we focus on requires a commitment in time and resources.

The cost is what educators give up to do something. The benefit is the long-term or short-term payoff in relation to the school's primary goal; in this instance, improvement of student understanding and achievement in literacy. (Confer, C. & Ramirez, M., 2012, p. 60)

- Schools can prioritize time in two key ways to improve teaching and learning in literacy.
- Structuring schools' schedule to provide uninterrupted blocks of time for literacy instruction.
- Promoting creative use of in-school release time for grade-level and cross-grade planning and focused discussions among educators about student work and about the steps required to address areas of need.

### **Professional Learning Communities (PLCs)**

A collaborative culture is created by providing time for staff members to learn, discuss, and reflect on literacy achievement and instruction within the regular school day. Staff members can collaborate in a variety of PLCs including grade level, department/content specific, special education, and/or general education. The LT work collaboratively with the PLCs to continually make data-driven decisions for improving literacy achievement.

Dufour, Dufour, and Eaker (DuFour, DuFour, Eaker & Many, 2010, p. 111) state, "A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."



In their work, Dufour et al, define three big ideas to drive the work of the PLCs.

- **Focus on Student Learning:** PLCs are committed to improving learning outcomes and ensuring student mastery of the Montana Content Standards.
- **Collaborative Culture:** The PLC process promotes the collective responsibility of the team and school to ensure student success. In a school with high levels of collaboration, educators are interdependent. Collaborative cultures with a shared purpose have the potential to create high levels of learning.
- **Results Orientation:** PLCs continually evaluate student mastery of literacy standards, effectiveness of instructional strategies, reliability of assessments, and progress toward school and PLC goals. They evaluate student data, share student work, and work as a team to improve student outcomes.

**Four questions  
that guide the work  
of PLCs**



**4. What are evidence-based practices and resources for academic leadership?**

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

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The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

**Turning Around Chronically Low-Performing Schools** (Institute of Education Science, 2008)

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround\\_pg\\_04181.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf)

School turnaround aims to make quick, dramatic improvement within three years. This IES guide identifies practices that can quickly improve the performance of chronically low-performing schools. The target audience includes principals and leadership teams.

**Recommendations**

- Signal the need for dramatic change with strong leadership.
- Maintain a consistent focus on improving instruction.
- Provide visible improvements early in the turnaround process (quick wins).
- Build a committed staff.
- Checklist.

**Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (Institute of Education Science, 2009) <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

The aim of the IES guide is to help elementary schools implement an RtI framework to ensure all students, regardless of skill level, learn to read. The target audience includes principals, instructional coaches, leadership teams, and educators.

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide daily intensive instruction that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist.

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (Institute of Education Science, 2008) [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)

Many students in Grades 4 and up experience literacy difficulties in content areas. The five recommendations should be part of every content area classroom to allow access to content. The target audience includes leadership teams, instructional coaches, and educators.

- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
- Checklist.

**Additional Resources:**

Using Student Achievement Data to Support Instructional Decision Making (Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J., 2009)

All Things PLC, [http://www.allthingsplc.info/files/uploads/three\\_rules\\_help\\_manage\\_assessment\\_data.pdf](http://www.allthingsplc.info/files/uploads/three_rules_help_manage_assessment_data.pdf)

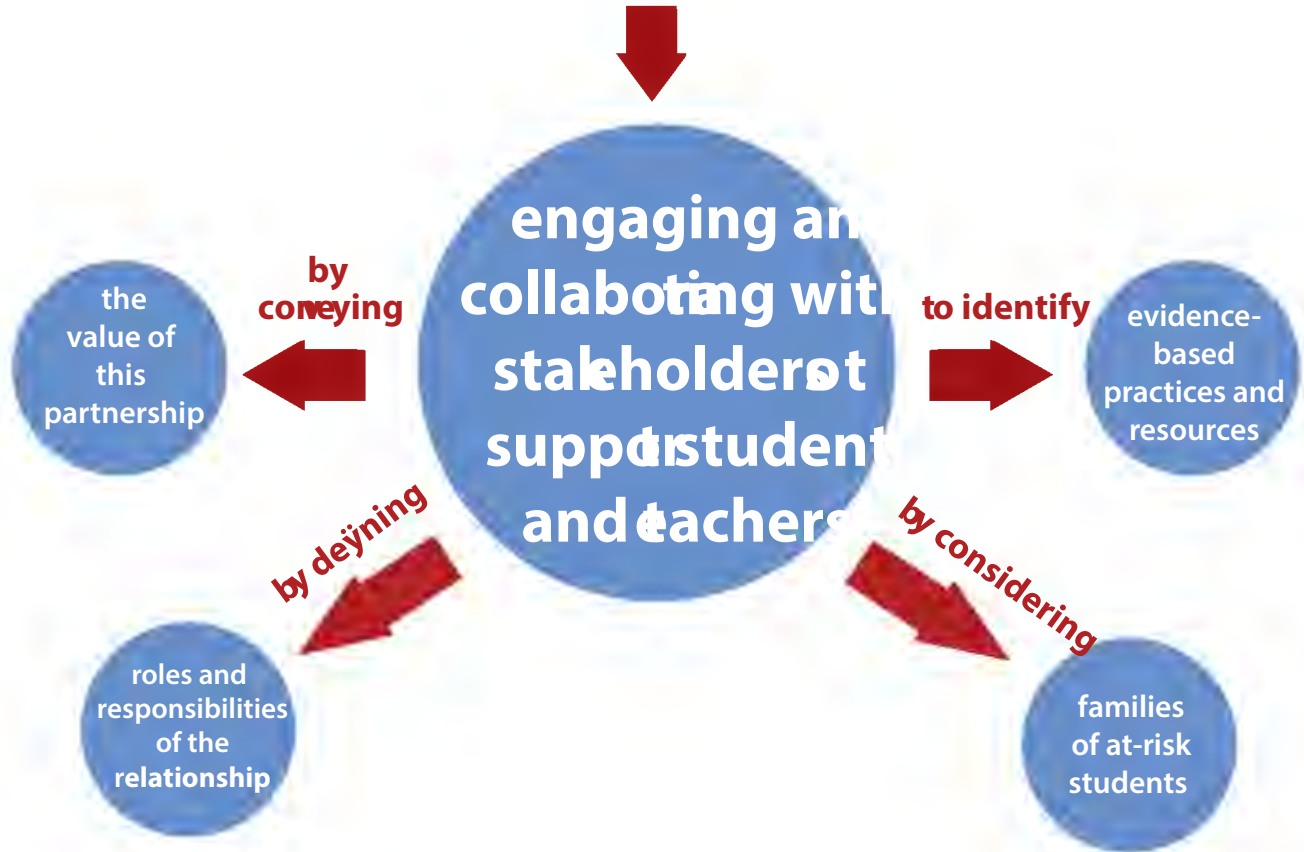
Conduct Classroom Walkthroughs Regularly and Provide Feedback <http://oregonliteracypd.uoregon.edu/topic/conduct-classroom-walkthroughs-regularly-and-provide-effective-feedback>

Dufour and Eaker—Professional Learning Communities at Work DuFour, R., & Eaker, R. (1998).



# COMMUNITY ENGAGEMENT

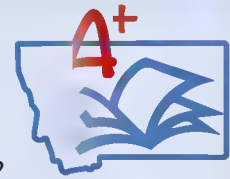
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## Improving Instruction Component – Community and Family Engagement

### Essential Questions

- What is community and family engagement, and why is it necessary?
- How do collaborative partnerships ensure supportive transitions from one literacy setting to the next?
- What are some considerations for engaging families of disadvantaged students?
- What evidenced-based practices and resources are available to support community and family engagement?



### At a Glance:

When families, communities, and schools work in partnership, students can achieve more success, and the community benefits. Read this section to learn how schools and educators can foster family and community engagement and engage families of disadvantaged students.

### 1. What is community and family engagement, and why is it necessary?

Community and family engagement serves to promote and support the social, emotional, physical, academic, and occupational growth of children. Successful community and family engagement requires meaningful collaboration among youth, families, schools, employers, and agencies.

For a school community partnership to work, it is essential to build strong communication among all the participants and those who will be affected by the partnership. Stakeholders might include educators, families, community organizations, businesses, early childhood programs, local education agencies, higher education, and/or unions. The levels of communication may vary among these stakeholders, depending on the circumstances and purpose of the message. The highest level of communication is achieved through collaboration toward solving school/community issues and the sharing of expertise and resources.

“There are many reasons for developing school, family, and community partnerships...the main reason to create such partnerships is to help all youngsters succeed in school and in later life” (Epstein, 2010).

Family engagement could be considered an intervention because it transcends a variety of casual factors that are generally associated with lower student outcomes.

Students of all ages, genders, socioeconomic status, and abilities do better in school when their families are actively involved, including:

- Earning higher grades and test scores.
  - Enrolling in higher-level programs.
  - Being promoted, pass their classes, and earn credits.
  - Attending school regularly.
  - Having better social skills, show improved behavior, and adapt well to school.
  - Graduating and going on to postsecondary education.
- (Southwest Educational Development Lab, 2002)

Due to a wide range of barriers and individual differences, schools and communities should allow for participation in various ways, at different levels of commitment, and at different frequencies (Louisiana Department of Education, 2011). It is important that school and district administration and staff members communicate literacy goals and expectations to stakeholders and collaborate to meet desired outcomes.

#### Collaboration

- Provides the link between a student's home and school life and establishes consistent support for the development of the whole child.
- Aids with family engagement, which increases academic achievement and honors diversity within the community.

#### Meaningful Two-Way Communication

- Raises awareness of the role that literacy plays in the future.
- Provides strategies and materials that support literacy learning at home.
- Provides all with the understanding and tools to advocate for literacy education.
- Increases conceptual understanding of literacy content.
- Promotes a positive, social mindset of literacy.

## 2. How do collaborative partnerships ensure supportive transitions from one literacy setting to the next?

It is the responsibility of all community-based, collaborative partnerships to ensure supportive transitions for students from one literacy setting to the next (e.g., local library supports school literacy events, school encourages participation in library summer reading programs). Community-based partnerships and local resources should be recognized and encouraged to be actively involved in all local and school literacy activities. Schools should strive to create a coordinated system of support that links families with local community resources and provides greater support for students in achieving literacy skills for college and career readiness.

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement (Epstein, 2010). This framework assists educators in developing school and family partnership programs.

The information below defines the six types of involvement framework. The following information is excerpted from Epstein's work.

Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Parent education training  
Family support programs  
Home visits



Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
Conferences Consistent communication tools (notices, newsletters, phone calls) Language translators as necessary
Volunteering: Improve recruitment, training, work, and schedules to involve families and community members as volunteers and audiences at the school or in other locations to support students and school programs (Henderson & Berla, 2001).
School and classroom volunteer programs Special events volunteer programs
Learning at home: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
Information on homework policies Information on how to access assistance with homework
School decision-making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
Parent organizations such as PTA/PTO Advocacy groups for school improvement
Collaborating with the community: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.
Information accessible for services related to health, cultural, recreational, etc.

### **Sharing information about literacy expectations is a district and school responsibility**

Parents and families should be informed of the literacy expectations as outlined in the Montana Content Standards and the MELS and updated regularly on their student's progress toward meeting those expectations. Parents and families of students receiving Tier II and III interventions should receive updates on their child's progress toward meeting those expectations at least six times a year. Developmental milestones, foundational concepts, and sequential progressions in literacy should be shared with parents as necessary.

### **3. What are some considerations for engaging families of disadvantaged students?**

#### **Culturally and linguistically sensitive partnerships**

Parents and families also need to be engaged as partners in ways that are culturally and linguistically sensitive. A family's involvement in their child's education is recognized by many as the single most important factor in school success and achievement. Research has shown that not only does family engagement increase academic achievement, as reflected in higher test scores and graduation rates, but it increases the likelihood that youth will pursue higher education (Henderson & Berla, 1994). Research has shown that families who are engaged in their child's learning experiences early (preschool) are more likely to be engaged as they continue in their school experience. Many families need assistance to be able to actively participate in their child's education. Successful schools help families become active participants by supporting families in feeling welcomed, valued, and connected to each other, to the staff, and to what their child is doing in school.

#### **Supporting families experiencing homelessness**

Families experiencing homelessness face many barriers to successfully supporting their child's learning and educational success. McKinney Vento and Title I grant funds can be used to provide transportation to families

so that they can attend school functions, including Individualized Education Programs, meetings, parent-teacher conferences, family engagement activities, and other school sponsored events in which their child is participating. Funds can also be used to help teachers meet with parents off school grounds. This could include events held at local homeless shelters, churches, community centers, libraries, parks, or other places located in areas where families experiencing homelessness can access. When working with homeless families, schools are encouraged to use a two-generation approach, providing educational supports, resources, and referrals to both the parents/guardians and the child. Mentorship programs can offer additional supports for students outside the traditional family structure.

### **Supporting families of incarcerated students**

Families of formerly incarcerated students, or any student in contact with the juvenile justice system, may vary widely based on the issues that the student is facing. Educators should work closely with local juvenile probation officers, group home directors, or facility directors to determine appropriate supports. Families may need mental health or substance abuse resources for their child. Like families experiencing homelessness, a two-generation approach is recommended. Parents/guardians may lack the skills to successfully support their child's education. Referrals to community programs that provide opportunities for restorative justice, mediation, and legal services can also be useful for these families. Mentorship programs can offer additional supports for students outside the traditional family structure.

<https://neglected-delinquent.ed.gov/resource/ndtac-guide-family-guide-getting-involved-your-childs-education-jvenile-justice-facility>

### **Trauma aware family engagement practices**

Through the emerging research of the foundational Adverse Childhood Experiences (ACEs) study done through the Center for Disease Control and Kaiser Permanente, understanding of how childhood abuse and neglect impacts adults in later life health and well-being is well researched. It is critical schools explore meaningful ways to engage families as a part of a school-wide approach when considering a trauma-informed lens.

Family engagement within a school system has the possibility of enhancing a student's school performance academically and socially. Family engagement is one trauma-informed method to building school-family-community partnerships.

Substance Abuse and Mental Health Services Administration (SAMHSA) outlines six principles to a trauma-informed approach.

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Cultural, historical, and gender issues (<https://www.samhsa.gov/nctic/trauma-interventions>)

Tools and resources for additional information on family engagement within a school-wide framework utilizing a trauma-informed lens.

- <https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>
- [http://cshca.wpengiengine.netdna-cdn.com/wp-content/uploads/2011/09/parent\\_engagement\\_CDC.pdf](http://cshca.wpengiengine.netdna-cdn.com/wp-content/uploads/2011/09/parent_engagement_CDC.pdf)



#### **4. What evidenced-based practices and resources are available to support community and family engagement?**

"The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide's panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices."

**Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.**

**Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.**

**Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.**

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

##### **Preventing Dropout in Secondary Schools** (Institute of Education Science, 2017)

<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

More than half a million high school students drop out of school each year. This guide includes both targeted and school-wide approaches so that educators can offer support to all students as well as more intensive support for those at high risk. The target audience includes leadership teams and all educators who have contact with students.

- Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

##### **Helping Students Navigate the Path to College: What High Schools Can Do** (Institute of Education Science, 2009)

The aim of the IES guide is to help schools and districts develop practices and processes to increase access to higher education. The target audience includes leadership teams and all educators who have contact with students.

- Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by ninth grade.
- Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
- Surround students with adults and peers who build and support their college-going aspirations.
- Engage and assist students in completing critical steps for college entry.
- Increase families' financial awareness, and help students apply for financial aid.
- Checklist.

### **Additional Resources**

Center on Instruction <http://www.centeroninstruction.org/index.cfm>

Epstein, J. L. (2010). *Center on School, Family and Community Partnerships*. Retrieved April 20, 2011, from National Network of Partnership Schools-Johns Hopkins University: <http://www.csos.jhu.edu/p2000/center.htm>

Epstein, J. L., Sanders, M. G., Simon, B. S., Clark-Salinas, K., Rodriquez-Jansorn, N., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships*. Thousand Oaks: Corwin Press, Inc. Harvard Graduate School of Education <https://rides.gse.harvard.edu/family-community-partnerships>

Henderson, A. T., & Berla, N. (2001). *A New Generation of Evidence: The Family is Critical to Student Achievement*. Washington D.C Center for Law and Education.

Learning Forward Education Association <http://www.learningforward.org/standards/index.cfm>  
Literacy First <http://www.literacyfirst.com/process/development.shtml>

Louisiana Department of Education. (2011). *Louisiana's Comprehensive Literacy Plan*. Baton Rouge: Louisiana Department of Education.

National Alliance for Secondary Education and Transition  
<http://www.nasetalliance.org/family/index.htm> Suite 101: Educational Issues  
<https://www.loveandlogic.com>  
<http://consciousdiscipline.com/>  
<https://www.naeyc.org/familyengagement/principles/2>  
<http://www.adi.org/journal/ss05/Graham-Clay.pdf>  
<http://www.pthvp.org/> parent teacher home visit trainings  
<https://www.naeyc.org/resources/topics/family-engagement>

### **Indian Ed for All resources**

<http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>  
<https://www.youtube.com/watch?v=1PEd-xDpGhY&feature=youtu.be> discussing the Johnson O'Malley Funding Act and the rights of the parents of Indian children to influence school policy and procedures based on that Act  
<https://www.youtube.com/watch?v=GXRcfxs0k2g&feature=youtu.be> discussing of the rights of Indian parents and tribes under impact aid and Title VI funding and the changes made by the Every Student Succeeds Act

# PROFESSIONAL DEVELOPMENT

is about



supporting  
teachers to  
improve student  
learning

through



an  
understanding  
of how to offer  
high quality  
options for all  
content areas

to identify



evidence-  
based  
practices and  
resources

by addressing



all four  
categories to  
impact teaching  
and learning

to increase



teacher  
capacity



## Improving Instruction Component—Professional Development to Improve Instruction and Outcomes

### Essential Questions

- What is high quality professional development, and why is it integral in providing students with effective literacy instruction?
- What are the four categories of professional development, and how do they impact the Birth to Grade 12 Continuum?
- What types of professional development activities are provided for educators?
- What evidenced-based practices and resources are available to provide relevant, high quality, job-embedded professional development?



### At a Glance:

To increase educators knowledge and to provide effective instruction for all students, high quality professional development is necessary and a responsibility of all schools. Read this section to learn what high quality professional development is, how professional development activities can be provided for educators, and what evidence-based practices and resources school leaders can provide educators.

### 1. What is high quality professional development, and why is it integral in providing students with effective literacy instruction?

Professional development activities are an integral part of the school for providing educators (including educators, instructional coaches, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet Montana's challenging academic standards. All professional development activities should be sustained, intensive, collaborative, job-embedded, data driven, and classroom focused (ESSA, 2017).

In June 2015, a group of Montana educators, administrators, and higher-education faculty came together to determine what made professional development effective. The group used the Learning Forward Standards for Professional Development, research studies, and other resources to determine that effective professional development had three factors in common.



Content that focuses on:

- Emphasizing the subject matter of the professional development.
- Specifying the changes in teaching practice that are modeled and/or demonstrated.
- Specifying goals for student learning.
- Emphasizing the ways students learn subject-matter content.

*Active learning* that should allow for:

- Observing of best instructional practices.
- Practicing of best instructional practices.
- Planning time for classroom implementation.
- Reviewing student work.

*Coherence* that should include:

- Building on what educators have already learned.
- Emphasizing content and instruction aligned with Montana content standards and local curriculum and assessments.
- Supporting educators in developing sustained, ongoing professional communication with other educators.

Evidence shows that professional learning communities, instructional coaching, and other structured learning opportunities for educators can lead to significant gains in students' achievement (Desimone, 2009).

Montana has created a Comprehensive Needs Assessment that schools and districts can use to identify where strengths and weaknesses currently exist in improving teaching and learning. This assessment can be taken by all stakeholders of a school or district and allows leaders to gain a deeper understanding of areas that need to be supported through high-quality professional development at the classroom, school, and district level.

### **Comprehensive Needs Assessment Components**

- Program and/or Content Standards and Curriculum
- Assessment and Data—Driven Decision-Making to Inform Instruction
- Amount and Quality of Instruction
- Instruction and Supports for At-Risk Students
- Motivation in Teaching and Learning
- Evidenced-Based Intervention and Practice
- Academic Leadership to Improve Instruction and Outcomes
- Community and Family Engagement to Support Comprehensive Instruction



## 2. What are the four categories of professional development, and how do they impact the Birth to Grade 12 Continuum?

### Four categories of professional development



The Four Types of Professional Development Across the Birth to Grade 12 Continuum			
	Birth to Age 5	Kindergarten through Grade 5	Middle School and High School
<b>Improve and increase educator's understanding and knowledge of comprehensive literacy instruction</b>	Provide professional development on the implementation of the Montana Preschool Program Guidelines and the Montana Early Learning Standards.	Provide professional development of the implementation of the Montana Content Standards, specifically the foundational skills: reading, writing, speaking, and listening standards.	Provide professional development of the implementation of the Montana Content Standards, specifically the standards for literacy in history/social studies, science, and technical subjects, writing, and disciplinary literacy.
<b>Job-embedded and classroom focused professional development for comprehensive literacy instruction</b>	Provide on-going support in all domains and content areas of early childhood through a variety of professional development activities such as: <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Literacy teams</li> <li>• Professional learning communities</li> </ul>	Provide on-going support in all areas of comprehensive literacy instruction through a variety of professional development activities such as: <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Literacy teams</li> <li>• Professional learning communities</li> </ul>	Provide on-going support in all areas of comprehensive literacy instruction through a variety of professional development activities such as: <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Literacy teams</li> <li>• Professional learning communities</li> </ul>

<b>Data-driven decision making for comprehensive literacy instruction</b>	<p>Provide ongoing support in the analysis of student data including disaggregating the data into subgroups, particularly disadvantaged children.</p> <p>Analyze data within each classroom and across classrooms for like age student groups to determine status, set goals, and monitor progress toward those goals.</p> <p>Analyze walkthrough data and student data to determine skills and needs of educators.</p>	<p>Provide ongoing support in the analysis of student data including disaggregating the data into subgroups, particularly disadvantaged students.</p> <p>Analyze data at the classroom, grade, and school levels to determine status, set goals, and monitor progress toward those goals.</p> <p>Analyze walkthrough data and student data to determine skills and needs of educators.</p>	<p>Provide ongoing support in the analysis of student data including disaggregating the data into subgroups, particularly disadvantaged students.</p> <p>Analyze data at the classroom, content area, and school levels to determine status, set goals, and monitor progress toward those goals.</p> <p>Analyze walkthrough data and student data to determine skills and needs of educators.</p>
<b>Sustain comprehensive literacy instruction at the SEA and LEA levels</b>	<p>Provide professional development for comprehensive literacy instruction for new educators.</p> <p>Complete and analyze the comprehensive needs assessment to develop an action plan aligned to the school's or district's continuous improvement cycle.</p> <p>Routinely provide academic leaders and school board members critical information of comprehensive literacy instruction and the local literacy plan.</p>	<p>Provide professional development for comprehensive literacy instruction for new educators.</p> <p>Complete and analyze the comprehensive needs assessment to develop an action plan aligned to the school's or district's continuous improvement cycle.</p> <p>Routinely provide academic leaders and school board members critical information of comprehensive literacy instruction and the local literacy plan.</p>	<p>Provide professional development for comprehensive literacy instruction for new educators.</p> <p>Complete and analyze the comprehensive needs assessment to develop an action plan aligned to the school's or district's continuous improvement cycle.</p> <p>Routinely provide academic leaders and school board members critical information of comprehensive literacy instruction and the local literacy plan.</p>

### **Improve and increase educator's understanding and knowledge of comprehensive literacy instruction**

The Montana Content Standards set requirements not only for English Language Arts (ELA), including the reading foundational skills, but also for discipline specific literacy in history/social studies, science, and technical subjects; therefore, a focused professional development plan is needed to prepare all educators to teach reading, writing, speaking and listening, and language effectively. In addition to understanding what to teach, educators should understand how to deliver instruction and adjust instruction based on student progress. School districts should provide regular professional development for effective use of assessments, instructional materials, and strategies for explicit, systematic, and differentiated instruction, including the Seven Essential Understandings Regarding Montana Indian Education for All. For more information about



the essential understandings, refer to Indian Education for All (Appendices). The academic leadership team should use the Comprehensive Needs Assessment (CNA) to identify and support the implementation of the necessary professional development to improve knowledge of comprehensive literacy instruction.

Literacy Instruction						
MT Early Learning Standards	Reading Foundation Skills	Standards for Literature	Standards for Informational Text	Writing Standards	Standards for Literacy in History/ Social Studies, Science, & Technical Subjects	Disiplinary Literacy
PreK through Grade 12						

### Job-embedded and classroom focused professional development for comprehensive literacy instruction

Ongoing, job-embedded professional development is provided in many ways to meet varying staff needs. Increasing the effectiveness of professional development is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators (Learning Forward, 2012). Professional development incorporates active learning utilizing adult learning theory.

Knowles (1984) identified factors that support adult learners

- Set a cooperative climate for learning in the classroom.
- Assess the learner's specific needs and interests.
- Develop learning objectives based on the learner's needs, interests, and skill levels.
- Design sequential activities to achieve the objectives.
- Work collaboratively with the learner to select methods, materials, and resources for instruction.
- Evaluate the quality of the learning experience and make adjustments, as needed, while assessing needs for further learning.

[https://lincs.ed.gov/sites/default/files/11\\_%20TEAL\\_Adult\\_Learning\\_Theory.pdf](https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf)

Simply providing or receiving professional development does not ensure that educators will implement the instructional practice. Academic leaders must set the expectations for implementation and provide feedback and support. Regular instructional walkthroughs with meaningful feedback can provide the academic leaders insight into the implementation trends for groups and individual educators. Then, feedback and support can be provided to the practice into alignment with the expectations.

### Data-driven decision making for comprehensive literacy instruction

Professional development is more effective when it is an integral part of the school's larger standards-

based reform effort and linked to content, curriculum, texts, and assessment practices (Darling-Hammond et al., 2009). Academic leaders need to use multiple sources of student and school data when planning and implementing professional development. The school leadership team uses student assessment results to identify student needs and to guide both the instructional plan for students and the professional development plan for educators. As a result, data-driven professional learning is a central part of the total school improvement effort, with the ultimate measure of success being student achievement. It is essential that professional development is provided for administrators to strengthen academic leadership.

Student level data is the achieved curriculum. It should reflect the district's intended curriculum but is dependent upon the delivered curriculum. Therefore, student level data can not only inform educators about student performance but educator performance. It is important to pair student level data with educator level data, such as walkthrough data, to obtain a comprehensive view of an educator's strengths and areas of needed improvement. Academic leaders identify needs for improvement, then differentiation, like in the classroom, should occur. Group educators with like needs provide support that may be a professional development refresher combined with a model lesson. The cycle of observation, feedback, and support should be ongoing until desired practice is implemented regularly. See the MLP Academic Leadership section.

Student level data assists educators in determining how students are progressing with the delivered curriculum and can be analyzed at the individual student level, grade level, classroom level, or intervention level. Student level data may be both in program and out of program assessments and may include student work. When overall student data is analyzed and it is determined that many students are in need, then a possible action an educator could take is evaluating the general instruction and delivery of the grade level content and improve the Tier 1 instruction. When the student need is much smaller, then a possible action for educators to take might include providing additional instructional support for those students. See the MLP Assessment and Data-based Decision Making section for more details.

### **Sustain comprehensive literacy instruction**

Successful professional development must be job embedded, but it also must be of sustained duration. It should be included in the overall local literacy plan and is directly aligned with the district and school literacy goals and action plan. Professional development should provide ongoing support, feedback, and training for educators and academic leaders to reach high levels of student literacy learning. Additionally, as staffing changes occur, the school and district should provide professional development to new staff members and allow for personalized plans for each educator to address the specific needs that were identified through the observation and feedback cycles.

Academic leadership teams should put into practice a continuous improvement cycle. Therefore, the Comprehensive Needs Assessment should be regularly taken and analyzed, instructional walkthroughs should be regularly conducted, and student level and educator level data should be regularly analyzed. These data should be analyzed to determine the action plan that include goals and actionable steps to attain those goals. Additionally, continually monitoring these data and the progress of the action plan is necessary and all part of the continuous improvement cycle.

### **3. What types of professional development activities are provided for educators?**

School-wide collaboration and professional development should incorporate all school staff including educators, academic leaders, paraprofessionals, school support professionals, and early childhood educators.

When designing a comprehensive professional development plan, selecting evidence-based, collaborative strategies will positively impact educator development and student success. “Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for educators to learn from one-another” (Danielson, Framework for teaching, p, 99).

Collective learning and ongoing analysis of student work and results provide educators the opportunity to openly discuss problems and concerns and share ideas about how to address those problems and concerns. Goddard and Tschannen-Moran (2007) studied student achievement in math and reading and found students have higher achievement in both “when they attend schools characterized by higher levels of educator collaboration for school improvement.” This held true even when they accounted for student characteristics such as race, gender, or socioeconomic status.

Opportunities for collaboration extend to outside agencies including early childhood learning agencies on up to colleges and universities. Collaboration with Montana tribal colleges and tribal leaders will help to ensure ongoing learning focused on the Indian Education for All standards.

### **Professional development provides coaching and expert support**

Joyce and Showers (2002) have proven that transfer of practice rarely occurs without the use of coaching within the classroom environment. Effective coaching offers educators opportunities to practice new strategies more often and with greater skill. Educators who have had experience with classroom coaching are able to adapt new strategies more appropriately to their own goals and contexts, retain and increase skills over time, and are more likely to explain the teaching strategies to their students, ensuring that students understand what is expected of them. Coaching provides educators opportunities to learn from and with one another within the classroom and can increase the instructional capacity of schools and educators and, in turn, increase student learning.



Differentiated Support	Classroom Management	New Staff	Disadvantaged and English Learners
Professional development should meet the needs of the school system as evidenced by school data, but it should also be tailored to meet the needs of the individual educators. Individual action plans should be established to help educators develop the skills necessary to meet the diverse needs of the students served. As part of the professional goal setting process identified in the Montana EPAS system, educators should work collaboratively with academic leadership to identify personalized professional development goals and action plans that fit within the local literacy plan.	<p>When considering comprehensive professional development plans, schools should make sure to address classroom routines and management strategies that support school literacy goals.</p> <p>These include ensuring high levels of student engagement, identifying time on task, and creating routines that support school-wide and classroom literacy (Knight, J, 2007).</p>	Coordinating support for new staff must include resources, strategies, and practices for understanding the operational infrastructure of the school community. Although educator ability is not the only factor that plays into students' success in school, studies have shown that students with more experienced and better trained educators tend to score better on standardized tests. Schools who have mentoring and peer network processes for new educators to engage in discussion, self-reflection, and planning with experienced educators improve educator performance as well as the new educators' professional well-being.	Professional development plans should also address English language learners to ensure "experiences provide a common understanding of EL education core practices and enable educators to develop a shared language, build their background knowledge, discuss ideas with colleagues and experience effective practices as learners" <a href="https://eleducation.org/resources/framework-for-professional-development-in-el-education-schools">https://eleducation.org/resources/framework-for-professional-development-in-el-education-schools</a> .

**Professional development offers opportunities for feedback and reflection.**

The Montana EPAS system places a heavy emphasis on actionable feedback and reflection. "As in other professions, the complexity of teaching requires continued growth and development for educators to remain current" (Danielson Framework for Teaching, 2013, p. 99). When establishing the professional development plan, plan for feedback and reflection to facilitate the process of creating a school-wide culture of literacy.





Below are summaries of job-embedded professional development activities

<b>Action Research</b>	Action research allows for educators to select an aspect of their teaching to systematically investigate, such as their wait time during questioning. They record data and consider theories from the research literature, drawing conclusions about how teaching is influencing learning, and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the educators' immediate classroom teaching. Secondly, if applicable, the intent is to generalize it across other contexts in the school or beyond (Cochran-Smith & Lytle, 1990).
<b>Instructional Coaching</b>	Instructional coaching differs from mentoring in its focus on the technical aspects of instruction rather than the larger personal and nonacademic features of teaching (Rowley, 2005). An instructional coach provides ongoing, consistent follow-up by way of demonstrations, observations, and conversations with educators as they implement new strategies and knowledge. Typically, instructional coaches have expertise in the applicable subject area and related teaching strategies. Some coaches continue to teach part-time, some come from the school, and others travel throughout the district working with educators. The National Staff Development Council offers multiple resources for instructional coaching, including publications and interactive online tools <a href="http://www.nsd.org">http://www.nsd.org</a> .
<b>Critical Friends Group</b>	Critical friends groups meet and analyze each other's work including artifacts such as student work, a lesson plan, or assessment. They also may discuss challenges they are facing with presenting the subject matter or with meeting a students' needs. See Norman, Golian, and Hooker (2005) for illustrative examples.
<b>Data Teams</b>	Data teams meet and analyze results from standardized tests or educator-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement. Educators also may work on refining assessments to gather more useful student data.
<b>Examining Student Work/ Tuning Protocol</b>	Examining student work enables educators to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through the tuning protocol, educators share student work (or their assignments and rubrics), describing the context in which the work is used. Other educators ask questions and then provide feedback on how the work may be fine-tuned to improve student learning. (Blythe, Allen, and Powell, 1999) and Brown-Easton, 1999) for more details.
<b>Implementing Individual Professional Growth Learning Plans</b>	Alongside an academic leader, such as a master educator, the principal, or members of a professional learning community, educators develop their own professional growth plans to understand what professional development opportunities they should engage in as well as to track their growth in a competency area.
<b>Lesson Study</b>	During sessions known as "research lessons," educators alternate in preparing a lesson to demonstrate a specific teaching and learning goal (e.g., help a student master a literacy skill, conduct a peer review of writing within groups). Other educators observe and document what they see through video, a word processor, or pencil and paper. After the lesson, the educators meet and discuss the strengths of the lesson and make suggestions for improvement. Sometimes, the lesson is revised and presented again. (Stepanek, Appel, Leong, Mangan, and Mitchell, 2006 and Lewis, Perry, and Murata, 2006) for practical implications.

<b>Mentoring</b>	Increasingly implemented as part of the induction phase for new educators, mentoring may develop into coaching or peer support relationships as educators gain experience. Best practice includes matching educators of the same content area, establishing common planning time, and structuring time for further collaboration. Mutual observance of classroom teaching is usually included. (Portner 2005) or visit the New Educator Center website <a href="http://neweducatorcenter.org/">http://neweducatorcenter.org/</a> for more information.
<b>Portfolios</b>	Portfolios are educator assembled lesson plans, student work, reflective writing, and other materials that are used to prepare for teaching or are used directly in the classroom. This body of work can be used to track an educator's development in a competency area or for reference by other educators. Educators report that developing a portfolio is a powerful learning activity as they reflect on their teaching practice considering standards (Gearhart & Osmundson, 2009).
<b>Professional Learning Communities (PLCs)</b>	<p>PLCs allow educators to collaborate and analyze their practice and discuss new strategies and tactics, testing them in the classroom, and reporting the results to each other. Hord (1997) lists five attributes of effective professional learning communities.</p> <ul style="list-style-type: none"> <li>• Supportive and shared leadership</li> <li>• Collective creativity</li> <li>• Shared values and vision</li> <li>• Supportive conditions</li> <li>• Shared personal practice</li> </ul> <p>Professional learning communities address educator isolation, create shared educator responsibility for all students, and expose educators to instructional strategies or knowledge they did not have access to previously. Such communities can be a venue for job embedded professional development as well as other forms of reform-based professional development.</p>
<b>Study Groups</b>	In small groups or as a faculty, educators generate topics for study related to school improvement goals or student data and then read and react to educational research or other literature on teaching and student learning. They engage in structured dialogue or discussion that explores issues deeply and considers the implications for school or classroom practices.
<b>Online Professional Development</b>	<p>While there is a plethora of online professional development, the OPI provides the following resources for professional development.</p> <ul style="list-style-type: none"> <li>• The Learning HUB <a href="http://www.opi.mt.gov/learninghub">www.opi.mt.gov/learninghub</a></li> <li>• The OPI Learning Opportunities Portal <a href="http://www.mtplportal.org">http://www.mtplportal.org</a></li> <li>• Montana Teach <a href="http://montanateach.org">http://montanateach.org</a></li> <li>• Social Media resources: #mtedchat</li> </ul>

### Professional Development Planning Template

Long Term Goal							
Short Term Goals							
	Type of PD	Date of PD	PD Trainer	Attendees	Materials	Location	Monitor Implementation
<b>PD for <i>all</i> educators</b>							

PD for some educators							
PD for few or individual educators							

#### 4. What evidence-based practices and resources are available to provide relevant, high quality, job-embedded professional development?

“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using What Works Clearinghouse (WWC) group design standards and WWC pilot regression discontinuity standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices.”

*Strong* evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice.

*Moderate* evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective.

*Minimal* evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.

The following resources point to specific IES guides that align with this section of the MLP. Click on the link(s) to download the entire guide(s).

**Using Student Achievement Data to Support Instructional Decision Making** (Institute of Education Science, 2009) [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

How educators use the collected data to better inform instructional practice is the focus for this guide. It provides a framework for using student achievement data to support instructional decision making. The target audience includes school leadership teams, instructional coaches, and educators.

Recommendations:

- Make data part of an ongoing cycle of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for school wide data use.
- Provide supports that foster a data-driven culture within the school.
- Develop and maintain a districtwide data system.
- Checklist.



## **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (Institute of Education Science, 2009) <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

The aim of the IES guide is to help elementary schools implement an RtI framework to ensure all students, regardless of skill level, learn to read. The target audience includes academic leaders, instructional coaches, school leadership teams, and educators.


- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes. (Tier 2).
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
- Checklist (p. 9).

## **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (Institute of Education Science, 2008) [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)

Many students in Grades 4 and up experience literacy difficulties in content areas. The five recommendations should be part of every content area classroom to allow access to content. The target audience includes leadership teams, instructional coaches, and instructional educators.

- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
- Checklist.

# 5 Appendices

A row of red school lockers. The central locker is open, showing a blue and yellow backpack hanging on a hook inside. On a shelf above the backpack is a brown paper bag and a clear plastic container. At the bottom of the locker, several colorful folders (blue, red, orange) are stacked. The locker doors have silver combination locks and ventilation slats.

*How educators use the collected data to better inform instructional practice is the focus for this guide. It provides a framework for using student achievement data to support instructional decision making. The target audience includes school leadership teams, instructional coaches, and educators.*

## Instructional Components

School Quality	
Not Being Implemented	1-----2-----3-----4 Sustained Practice
Subcomponents of School Quality	
CLIMATE	
Development of a vision and mission statement that leads the direction of the school.	1 2 3 4
The use of Multi-Tiered Systems of Support (MTSS) framework is clear, consistent, and evident within the school.	1 2 3 4
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff.	1 2 3 4
School conditions are safe, healthy, and conducive to student learning.	1 2 3 4
Parents and families feel welcome in the school and in every classroom as observers, volunteers, and active participants in the learning experience.	1 2 3 4
Culturally responsive pedagogy is a part of the school climate.	1 2 3 4
Positive environment for staff and students to create buy-in, motivation, community culture, and supportive experiences.	1 2 3 4
Identified support services for teachers, students, and families promoted for usage including homeless, foster care, English learner, special education, at-risk, etc.	1 2 3 4
Students/student focus groups provide a voice in decision-making in the school.	1 2 3 4
High-quality nutritional food follows the healthy food program guidelines and students well-being.	1 2 3 4
COMMUNICATION	
Clear, consistent, and communication of teachers, staff, administration, analysis, and students to identify and meet the needs.	1 2 3 4
Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities including introductory and ongoing training on trauma, secondary trauma, and positive behavior supports.	1 2 3 4
School policies are clearly communicated to staff, students, and families regarding discipline, attendance, etc. All school affiliated calendars, including assessment schedule, published and posted no later than August.	1 2 3 4
Written and reinforced antibullying policy to ensure safe learning environment for all and aligned with Montana suicide prevention.	1 2 3 4
An effective school-wide discipline policy is utilized and supported by all staff consistently across the instructional day.	1 2 3 4
School board support of open communication, ideas, and plans that align to district goals with effective administration to meet the goals.	1 2 3 4

## Comprehensive Gap Analysis

### Step 1: Gather Child and Student Data

Gather both local and Montana State Assessment data including disaggregated by at-risk subgroups. Examples of possible local assessments and the Montana State Assessments are listed below. List the data you will use in the chart below.

Assessments	Birth through age 5	Students in Grades K through 5	Students in MS and HS
Local assessments	ISIP , Dial, Expressive and Receptive One Word Picture Vocabulary Test (E/ROWPVT)	That is, ISIP, DIBELS, MAP, SBAC Interim, STAR	That is, ISIP, MAP, SBAC Interim, STAR Math, ACT, Aspire
Montana Assessments	Dial (Montana Preschool Development Grant)	SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="https://montana.gov/StudentAchievement/Data/Domain.aspx">https://montana.gov/StudentAchievement/Data/Domain.aspx</a> Reading Writing Mathematics	ACT SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="https://montana.gov/StudentAchievement/Data/Domain.aspx">https://montana.gov/StudentAchievement/Data/Domain.aspx</a> English Mathematics Reading Science

### Step 2: Analyze Child and Student Data

Analyze student data by reviewing data reports. Complete the chart below by identifying ideas for improving student outcomes (i.e., more instructional time, regular attendance, improved parent engagement for at-risk subgroups). An example has been provided for English learners.

GAPS IN DATA FOR AT-RISK SUBGROUPS			
Disaggregated Data Compared to State and Local Data			
Disadvantaged Subgroups	Gaps in Data (compared to school or state average data)	Barriers to Success (specific deficits in data)	Next Steps for Improvement
Living in poverty			
Disability			



## Process to Select Relevant Evidence-Based Interventions Final

### Process to Select Relevant, Evidence-Based Interventions

#### Prerequisite: Complete Comprehensive-Literacy Gap Analysis

After you have completed the Comprehensive-Literacy Gap Analysis and have identified needed interventions for improving comprehensive literacy instruction, use the steps below to select relevant, evidence-based interventions. The steps will help you choose an intervention that aligns with your local literacy plan, supported by moderate or strong evidence that is differentiated and appropriate for your children and students, and is relevant to your local project and identified needs.

#### Step 1: Research and identify interventions that are supported by strong or moderate evidence.

Refer to research necessary to identify relevant interventions that are supported by moderate or strong evidence. The Office of Public Instruction recommends What Works Clearinghouse or the practice guides from the Institute on Education Sciences. These two sources provide an easy way to justify moderate or strong evidence in your MCLP Subgrantee Grant Application. If subgrantees choose to use other sources to select relevant, evidence-based interventions, additional validation demonstrating moderate or strong evidence will be required (i.e., attaching the study as an appendix).

- What Works Clearinghouse (WWC) <https://ies.ed.gov/ncee/wwc/>
- Institute on Education Sciences Resources such as their Practice Guides <https://ies.ed.gov>
- Other reputable source for interventions. Be sure the research study from these sources demonstrates moderate or strong evidence.
  - ERIC: <https://eric.ed.gov/>
  - JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
  - Google Scholar: [www.google.com/scholar](http://www.google.com/scholar)
- Blueprints for Healthy Youth Development Database: [www.blueprintsprograms.com/](http://www.blueprintsprograms.com/)
- Results First Clearinghouse <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>
- Lists of programs reviewed by other departments of education.
  - Colorado Department of Education–K-3 programs
    - <http://cde.state.co.us/coloradoliteracy/readact/programming>
  - Louisiana Department of Education
    - <https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>

#### **Definitions of Evidence**

- Is there at least one well-designed and well-implemented experimental study and a summary of the research included? (Strong evidence–meets MCLP Grant priority)
- Is there moderate evidence from at least one well-designed and well-implemented quasi-experimental study? (Moderate evidence—meets MCLP Grant priority)
- Was there promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias? (Promising evidence–does not meet MCLP Grant priority)

Birth - Age 5	0	1	2	3	4	K	1	2	Definition
<b>Communication and Language Development: Communication is the process of exchanging information through a common system of signs, gestures, symbols, and behaviors. Language development is the emerging ability of children to communicate with others to build relationships, share meaning, and express needs.</b>									
Receptive Communication	X	X	X	X	X	X	X		(Listening and Understanding) Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.
Developmental Continuum Benchmarks	a. React to familiar voices, sounds, words, facial expressions, and gestures								
	b. React to simple familiar words								
	c. Respond to simple where questions with words, gestures, or actions								
	d. Follow simple one-step directions related to her immediate and visible context								
	e. Use one or two words to respond to what, who, whose, and where questions in context								
	f. Respond to songs, rhymes, or stories								
	g. Follow a two-step interrelated direction								
	h. Demonstrate an understanding of words that describe spatial concepts								
	i. Use and respond to how, why, and when questions appropriately								
	j. Follow three and four-step directions								
Expressive and Social Communication	k. Focus on meaning of words to enhance understanding and build vocabulary								
	X	X	X	X	X	X	X		(Speaking and Signing) Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems. Social Communication - Children develop skills to interact and communicate with others in effective ways.
	a. Use a variety of sounds to communicate								
	b. Make sounds or signs in response to people and the environment								
	c. Experiment making different sounds								
	d. Follow simple one-step directions related to her immediate and visible context								
	e. Use consistent combinations of sounds or signs to indicate special objects or people								
	f. Respond to simple requests or comments with nonverbal or verbal answer								
	g. Use single words to communicate								
	h. Ask others to label unfamiliar objects								
Developmental Continuum Benchmarks	i. Produce two-word phrases								
	j. Talk or vocalize to self during play								
	k. Use multi-word phrases and full sentences								
	l. Express feelings with words								
	m. Initiate and participate in conversations with peers and adults								
	n. Use increasingly longer sentences								
	o. Demonstrate correct grammar								
	p. Use new words								
	q. Relate a story or event with increasing detail and coherence								
	X	X	X	X	X	X	X		Dual Language Acquisition. Children develop competency in their home language while becoming proficient in English.
English Learners	a. Use home or first language								
	b. Demonstrate a period of adjustment to learning a new language								
	c. Follow simple directions in home language or in English								
	d. Speak in short phrases in English								
	e. Use English for informal purposes and rely on home language for formal learning								
	f. Adjust communication form for the audience								
Developmental Continuum Benchmarks	X	X	X	X	X	X	X		Children develop skills that help them interact and communicate with others in effective ways.
	a. Gaze at familiar adults								
	b. Respond when name is said								
	c. Use gestures and sounds to communicate and interact with others								
	f. Engage in give-and-take interactions								
	g. Initiate communication with others								
	h. Demonstrate turn-taking in play and conversation								



Birth-Grade 12		0	1	2	3	4	K	1	2	3	4	5	6	7	8	9	10	11	12	Definition
Communication and Language Development: Communication is the process of exchanging information through a common system of signs, gestures, symbols, and behaviors. Language development is the emerging ability of children to communicate with others to build relationships, share meaning, and express needs.																				
Receptive Communication	X	X	X	X	X	X	X	X												(Listening and Understanding) Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.
Expressive and Social Communication	X	X	X	X	X	X	X	X												(Speaking and Signing) Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems. Social Communication - Children develop skills to interact and communicate with others in effective ways.
E Learners	X	X	X	X	X	X	X	X												Dual Language Acquisition. Children develop competency in their home language while becoming proficient in English.
Literacy: Early or emergent literacy develops as children become aware of the relationship between the written and spoken word. Young children develop skills in using symbols, language, and images to become interested and competent in learning to read, write, and represent information.																				
Early Reading and Book Appreciation	X	X	X	X	X	X	X	X												Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.
Print Development and Writing	X	X	X	X	X	X	X	X												Children demonstrate interest and skills in using symbols as a meaningful form of communication.
Print Concepts	X	X	X	X	X	X	X	X												Children develop an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle). ( Foundational Skills Page 17)
Phonological Awareness	X	X	X	X	X	X	X	X												Children develop an awareness of the sounds of letters and the combinations of letters that make up words and use this awareness to manipulate syllables and sounds of speech. ( Foundational Skills Page 17)

## ACTION PLAN

School:	Leadership Team Members:	Date:
<b>Goal #1:</b>		
<b>Correlating Subcomponent(s): CNA</b>		
<b>Action Step 1:</b>	Person Responsible:	Resources Needed:  Timeline:
<b>Action Step 2:</b>	Person Responsible:	Resources Needed:  Timeline:
<b>Action Step 3:</b>	Person Responsible:	Resources Needed:  Timeline:

<b>Goal #2:</b>		
<b>Correlating Subcomponent(s): CNA</b>		
<b>Action Step 1:</b>	Person Responsible:	Resources Needed:  Timeline:
<b>Action Step 2:</b>	Person Responsible:	Resources Needed:  Timeline:



School name  
Data Worksheet

**School Data**

	Tier 1	Tier 2	Tier 3
Fall			
Winter			
Spring			

**Grade Level Data**

Gr.		Tier 1	Tier 2	Tier 3
K	Fall Prediction			
	Fall Data			
	Winter Goal			
	Winter Data			
	Spring Goal			
	Spring Data			
Gr.		Tier 1	Tier 2	Tier 3
1	Prediction			
	Fall Data			
	Winter Goal			
	Winter Data			
	Spring Goal			
	Spring Data			
Gr.		Tier 1	Tier 2	Tier 3
2	Prediction			
	Fall Data			
	Winter Goal			
	Winter Data			
	Spring Goal			
	Spring Data			
Gr.		Tier 1	Tier 2	Tier 3
3	Prediction			
	Fall Data			
	Winter Goal			
	Winter Data			
	Spring Goal			
	Spring Data			
Gr.		Tier 1	Tier 2	Tier 3
4	Prediction			
	Fall Data			
	Winter Goal			
	Winter Data			
	Spring Goal			
	Spring Data			



<b>School Leadership Team Meetings</b> <b>Structured Agenda for Implementing and Monitoring</b>		
<b>Time:</b>  <b>Date:</b>	<b>Materials Needed:</b>	<b>Members Present:</b>
<b>Implement the Plan:</b>		
<b>Notes:</b>		
<b>Next Steps:</b> (Items that may not be on the action plan but are still important.)		

<b>Next Meeting</b> <b>Structured Agenda for Implementing and Monitoring</b>		
<b>Time:</b>  <b>Date:</b> _____	<b>Data Needed:</b>	<b>Agenda Items:</b>





Continuous Improvement Cycle		
DLT	SLT	Teacher Teams
Assess Local Needs		
Gap Analysis Process for Choosing Evidence-Based Strategies, Practices, and Interventions twice (fall/spring)	Gap Analysis Process for Choosing Evidence-Based Strategies, Practices, and Interventions twice (fall/spring)	Student Data
Student Data •	Student Data •	
Walkthrough Data •	Walkthrough Data •	Progress Monitoring Data •
Create a Plan for Implementation		
Action Plan & Detailed Action Steps •	Action Plan & Detailed Action Steps •	Lesson Plans
		Student Data Goals •
Implement and Monitor the Plan		
Action Steps/Key Activities •  Walkthroughs •	Action Steps/Key Activities •  Walkthroughs •	Provide Instruction Tier 1: core
		Tier 2: Strategic Support
		Tier 3: Intensive Support
		Student Progress Monitoring
		Daily Observations and Anecdotal Data

# Professional Development Planning Template

Long Term Goals:							
Short Term Goals:							
	What type of PD?	When will the PD occur?	Who will provide?	Who will attend?	What materials are needed?	Where will the PD occur?	How will progress be monitored?
Professional development for <b>all</b> educators							
Professional development for <b>some</b> educators							
Professional development for <b>few or individual</b> educators							

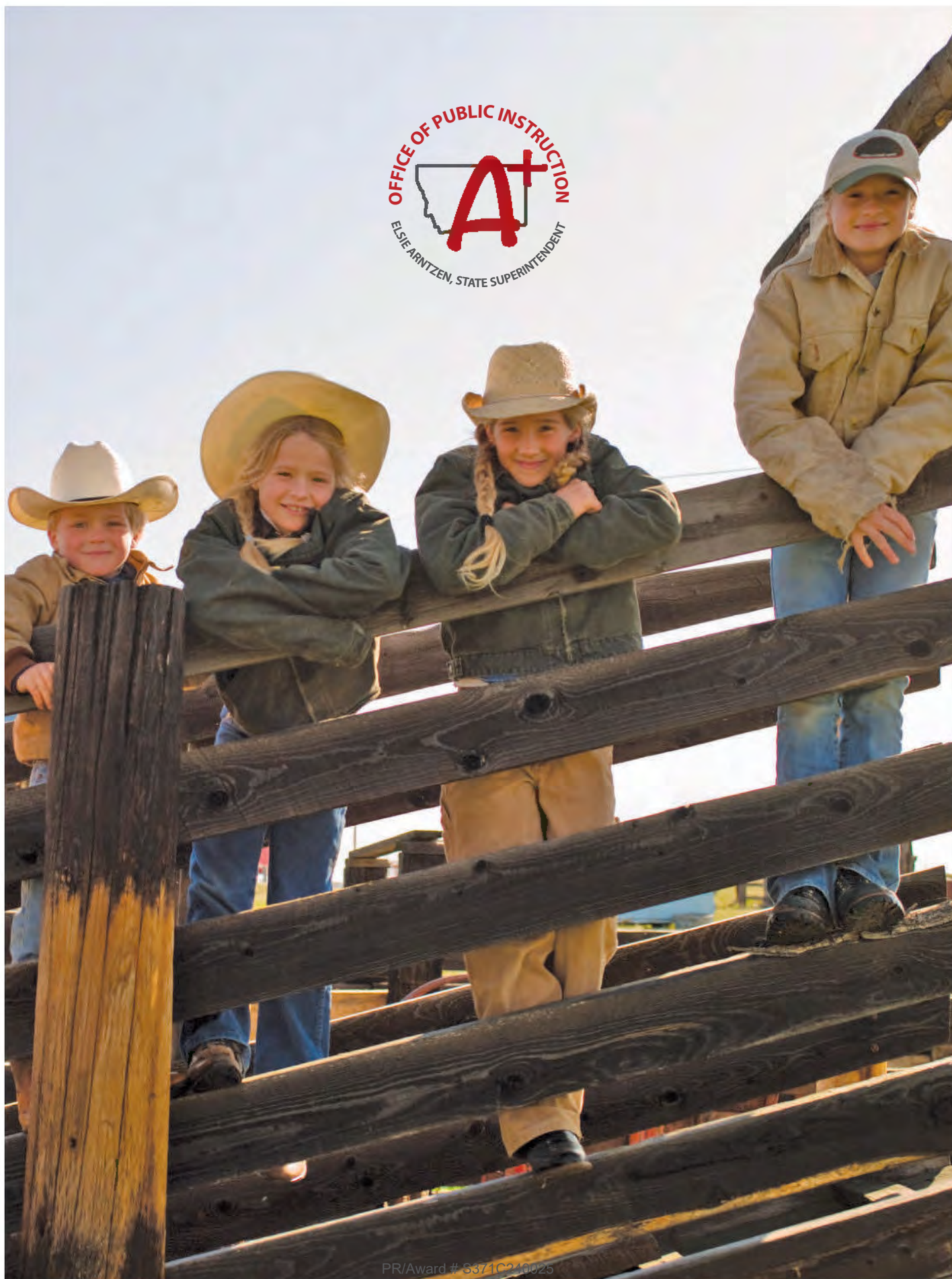
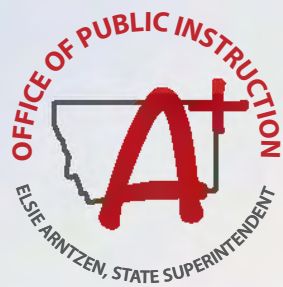






# TEAM MEETING CALENDAR TEMPLATE

WEEKLY FOCUS	Monday	Tuesday	Wednesday	Thursday	Friday



# Comprehensive Needs Assessment Results Request / SY2022-2023

Filters

Q2\_2 - District: 31 selected

## Comprehensive Needs Assessment SY2022-2023

**Introduction:** Based on ARM 10.55.601(2), the Office of Public Instruction (OPI) has aligned the accreditation process to include a Comprehensive Needs Assessment (CNA) and gap analysis for all schools before creating an Integrated Strategic Action Plan (ISAP).

**Purpose:** Conducting a CNA helps a district identify, understand, and better address educational challenges. It is a systemic examination of the gap that exists between the current state and the desired state of the district. The CNA is the first step in planning and improving the effectiveness of education investments that lead to better outcomes for students.

Each question is rated from 1-4, please see the description for each number below.

1 = I don't know or not being implemented

2 = Basic Implementation

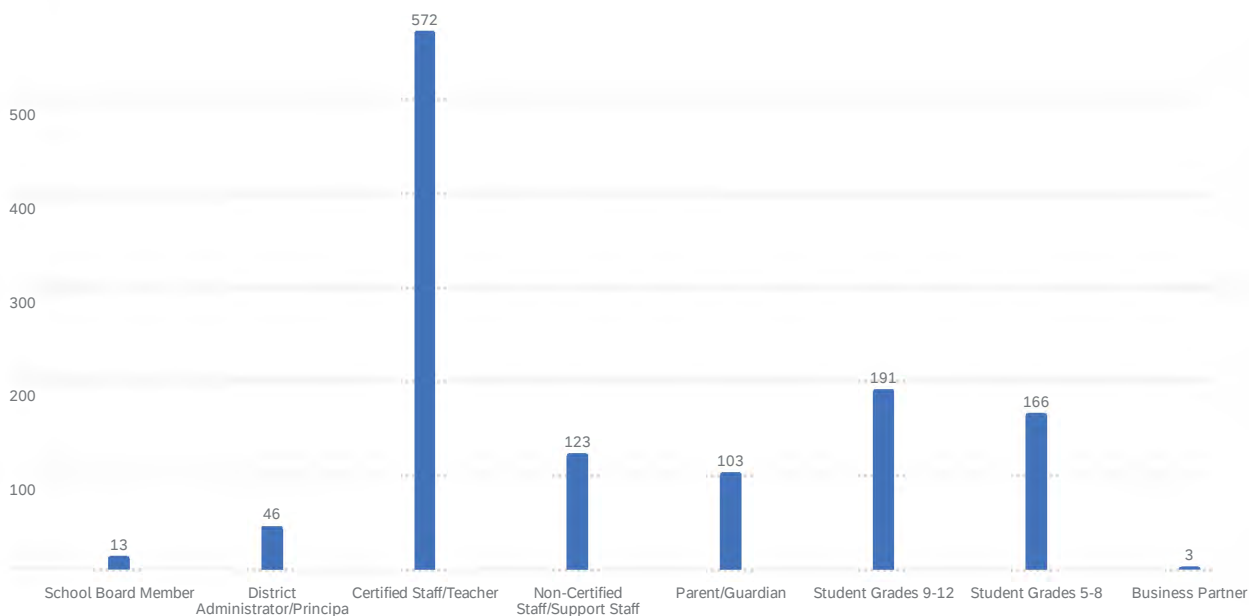
3 = Proficient Implementation

4 = Effective or Sustained Practice

### Stakeholder Role

Q3 - Please indicate your role	Count
School Board Member	13
District Administrator/Principal	46
Certified Staff/Teacher	572
Non-Certified Staff/Support Staff	123
Parent/Guardian	103
Student Grades 9-12	191
Student Grades 5-8	166
Business Partner	3
Total Responses	1,217

### Stakeholder Role



School Quality\_Climate (Q4)

Q4\_Matrix

Average Score

Student interviews or focus groups provide a voice in decision-making in the school.	2
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff.	3
Parents and families feel welcome in the school and in every classroom as observers, volunteers, and active participants in the learning experience.	3
School conditions are safe, healthy and promote student learning	3
Academic leadership facilitates a positive environment for staff and students that leads to staff engagement, motivation, community culture, and supportive experiences.	3
Academic leadership communicates and supports a clear vision and mission to staff and students that leads the direction of the school.	3
Academic leadership creates a climate where staff believe they have the ability to positively impact students and the school as a whole.	3
Teaching practices are inclusive of all cultures within the school.	3

School Quality\_Climate (Q4)

Academic leadership communicates and supports a clear vision and mission to staff and students that leads the direction of ...	3
Academic leadership creates a climate where staff believe they have the ability to positively impact students and the school as a whole.	3
Academic leadership facilitates a positive environment for staff and students that leads to staff engagement, motivation, ...	3
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least ...	3
Parents and families feel welcome in the school and in every classroom as observers, volunteers, and active participants in the ...	3
School conditions are safe, healthy and promote student learning	3
Student interviews or focus groups provide a voice in decision-making in the school.	2
Teaching practices are inclusive of all cultures within the school.	3

School Quality\_Communication (Q5)

Q5\_Matrix

Average Score

A consistent discipline policy is used by all staff in the school.	3
A written and enforced anti-bullying policy ensures a safe learning environment for all and is aligned with the MT suicide prevention law.	3
All school-affiliated calendars, including assessment schedule, are published and posted by the beginning of the school year.	3
School board openly communicates ideas and plans with administration and staff to support progress toward goals.	2
School policies are clearly communicated to staff, students, and families.	3
The school communicates with families in a language they understand.	3
There is regular communication among administration, staff and families to help identify and meet the needs of students.	3

School Quality\_Communication (Q5)

A consistent discipline policy is used by all staff in the school.	3
A written and enforced anti-bullying policy ensures a safe learning environment for all and is aligned with the MT suicide ...	3
All school-affiliated calendars, including assessment schedule, are published and posted by the beginning of the school year.	3
School board openly communicates ideas and plans with administration and staff to support progress toward goals.	2
School policies are clearly communicated to staff, students, and families.	3
The school communicates with families in a language they understand.	3
There is regular communication among administration, staff and families to help identify and meet the needs of students.	3

Program and/or Content Standards and Curriculum (Q6)

Q6\_Matrix ↕

Average Score

Curriculum and instruction take cultural and environmental differences into consideration to meet the learning needs of all students.	3
English Learners are encouraged to reference, and when possible provided, content-related materials in their native language.	3
Evidence-based materials, including appropriate technology, are in place at all tiers of instruction to meet the specific learning needs of all students.	3
IEP goals are developed based on grade-level content standards.	3
Indian Education for All is integrated into all grade-level subjects and courses.	3
Instructional content and materials are aligned to the program and content standards, are developmentally appropriate, and delivered explicitly and systematically.	3
Literature about Montana Indigenous People are readily available and used in classrooms.	3
Motivation and engagement are carefully considered when materials and programs are reviewed and selected.	3
T h d i t t d t f f h d i l t i d b d	

Program and/or Content Standards and Curriculum (Q6)

Curriculum and instruction take cultural and environmental differences into consideration to meet the learning needs of all students.	3
English Learners are encouraged to reference, and when possible provided, content-related materials in their native language.	3
Evidence-based materials, including appropriate technology, are in place at all tiers of instruction to meet the specific ...	3
IEP goals are developed based on grade-level content standards.	3
Indian Education for All is integrated into all grade-level subjects and courses.	3
Instructional content and materials are aligned to the program and content standards, are developmentally ...	3
Literature about Montana Indigenous People are readily available and used in classrooms.	3
Motivation and engagement are carefully considered when materials and programs are reviewed and selected.	3
Teachers, administrators, and staff research and implement evidence-based strategies and practices with fidelity across all grades ...	3
1 2 3	4

Assessment and Data-Driven Decision-Making to Inform Instruction (Q7)

Q7\_Matrix ↕

Average Score

Assessment tools and procedures are aligned to the program and/or content standards.	3
Progress monitoring data for both academics and behavior is collected systematically and analyzed regularly so instruction can be modified to meet student needs.	3
School teams collect data to ensure innovative practices are supported by evidence.	3
Teachers are supported on how to examine student data and collaborate in teams to make instructional and intervention decisions for increased student achievement.	3
Valid and reliable screening, diagnostic, formative, and summative assessments are in place	3

Assessment and Data-Driven Decision-Making to Inform Instruction (Q7)

Assessment tools and procedures are aligned to the program and/or content standards.	3
Progress monitoring data for both academics and behavior is collected systematically and analyzed regularly so instruction can be ...	3
School teams collect data to ensure innovative practices are supported by evidence.	3
Teachers are supported on how to examine student data and collaborate in teams to make instructional and intervention ...	3
Valid and reliable screening, diagnostic, formative, and summative assessments are in place.	3
2	4



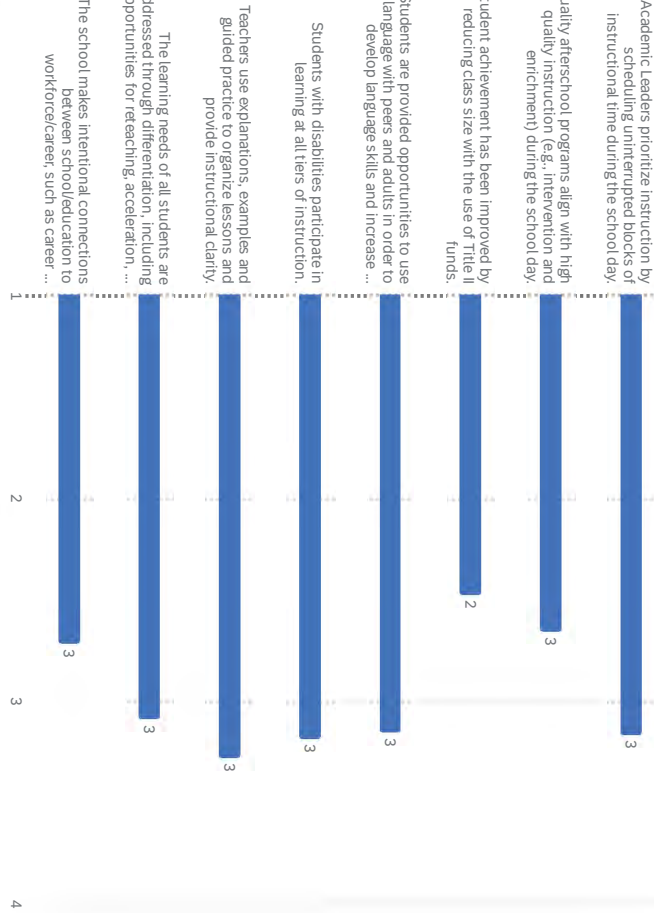
Amount and Quality of Instruction (Q8)

Q8\_Matrix ↗

Average Score

Academic Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the school day.	3
Quality afterschool programs align with high quality instruction (e.g., intervention and enrichment) during the school day.	3
Student achievement has been improved by reducing class size with the use of Title II funds.	2
Students are provided opportunities to use language with peers and adults in order to develop language skills and increase vocabulary.	3
Students with disabilities participate in learning at all tiers of instruction.	3
Teachers use explanations, examples and guided practice to organize lessons and provide instructional clarity.	3
The learning needs of all students are addressed through differentiation, including opportunities for reteaching, acceleration, and enrichment.	3
The school makes intentional connections between school/education to workforce/career, such as career competencies, internships, apprenticeships, or work-based learning opportunities. For younger students, lessons are made relevant by providing connections to real-life situations.	3

Amount and Quality of Instruction (Q8)



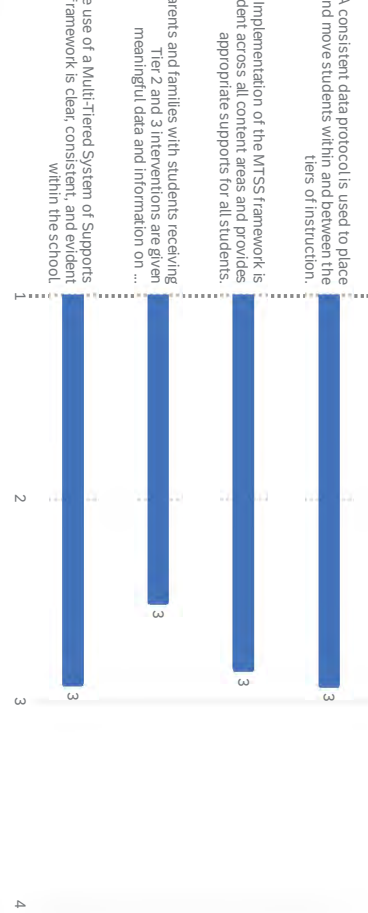
Amount and Quality of Instruction\_Multi-Tiered System of Supports (Q9)

Q9\_Matrix ↗

Average Score

A consistent data protocol is used to place and move students within and between the tiers of instruction.	3
Implementation of the MTSS framework is evident across all content areas and provides appropriate supports for all students.	3
Parents and families with students receiving Tier 2 and 3 interventions are given meaningful data and information on individual student progress toward goals a minimum of 6 times per year.	3
The use of a Multi-Tiered System of Supports framework is clear, consistent, and evident within the school.	3

Amount and Quality of Instruction\_Multi-Tiered System of Supports (Q9)





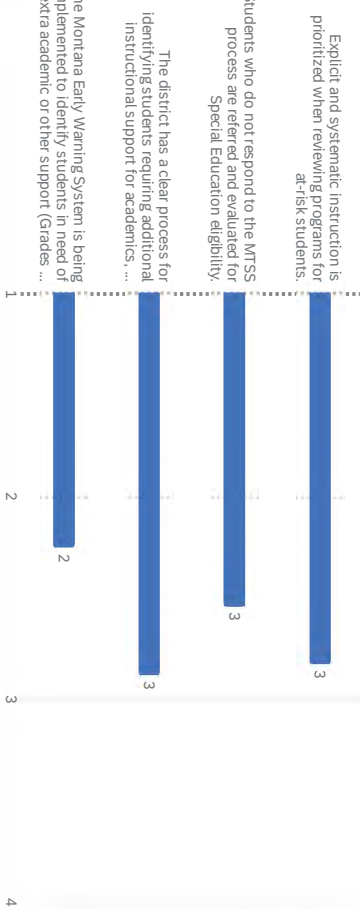
Instruction and Supports for At-Risk Students\_At-Risk Students (Q10)

Q10\_Matrix ↕

Average Score

Explicit and systematic instruction is prioritized when reviewing programs for at-risk students.	3
Students who do not respond to the MTSS process are referred and evaluated for Special Education eligibility.	3
The district has a clear process for identifying students requiring additional instructional support for academics, behavior, and social-emotional learning.	3
The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only).	2

Instruction and Supports for At-Risk Students\_At-Risk Students (Q10)

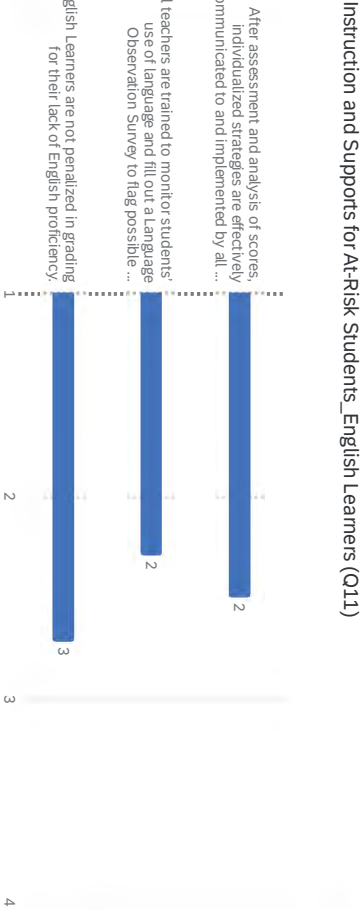


Instruction and Supports for At-Risk Students\_English Learners (Q11)

Q11\_Matrix ↕

Average Score

After assessment and analysis of scores, individualized strategies are effectively communicated to and implemented by all of an English Learners teachers.	2
All teachers are trained to monitor students' use of language and fill out a Language Observation Survey to flag possible English Learners for the WIDA assessment.	2
English Learners are not penalized in grading for their lack of English proficiency.	3

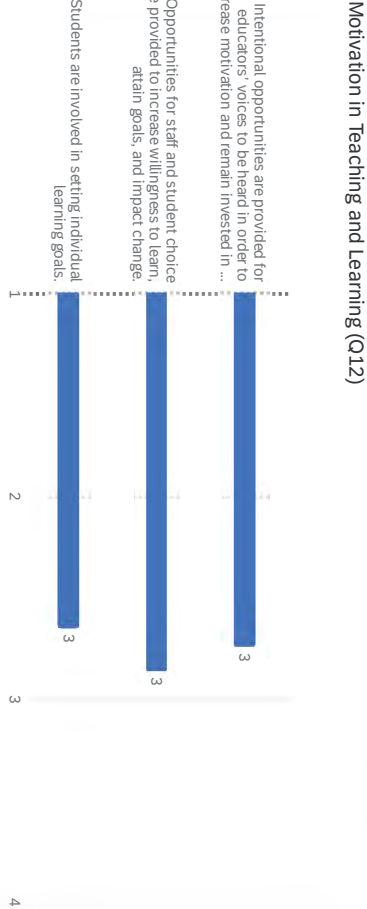


Motivation in Teaching and Learning (Q12)

Q12\_Matrix ↕

Average Score

Intentional opportunities are provided for educators' voices to be heard in order to increase motivation and remain invested in the school improvement process.	3
Opportunities for staff and student choice are provided to increase willingness to learn, attain goals, and impact change.	3
Students are involved in setting individual learning goals.	3



Improve and Increase Teachers' Understanding and Knowledge (Q13)

Q13\_Matrix ↑

Average Score	
A professional development plan aligned to the school goals is created and shared with staff each year.	3
Families have access to printed materials if online access is not possible.	3
Parents and caregivers are viewed as partners and are offered opportunities to provide feedback on goals and expectations.	3
Professional Development in explicit, systematic instruction and program and content standards is provided to all new staff members in all content areas.	3
Professional Development includes ideas for classroom engagement and creating positive learning environments.	3
Professional Development is provided on Indigenous practices involving celebrations and grief.	3
Professional Development is provided on meeting the needs of ALL learners, including English Learners, students with disabilities, and at-risk students, including differentiating curriculum and assessments and evidence-based instructional strategies.	3
Professional Development plan focuses on building the capacity of school and district leaders to deliver high-quality instruction aligned to the program and/or content standards and Indian Education for all.	3
The professional development plan includes opportunities for planning and practice	

Improve and Increase Teachers' Understanding and Knowledge (Q13)

A professional development plan aligned to the school goals is created and shared with staff each year.	3
Families have access to printed materials if online access is not possible.	3
Parents and caregivers are viewed as partners and are offered opportunities to provide feedback on goals and expectations.	3
Professional Development in explicit, systematic instruction and program and content standards is provided to all new ...	3
Professional Development includes ideas for classroom engagement and creating positive learning environments.	3
Professional Development is provided on Indigenous practices involving celebrations and grief.	3
Professional Development is provided on meeting the needs of ALL learners, including English Learners, students with ...	3
Professional Development plan focuses on building the capacity of school and district leaders to deliver high-quality instruction ...	3
The professional development plan includes opportunities for planning and practice so the knowledge and skills learned by ...	3

Improve and Increase Teacher's Understanding and Knowledge of Comprehensive Instruction (Q14)

Q14\_Matrix ↑

Average Score	
A yearly review of the Title I plan takes place and is shared with parents.	2
At least 3 times per year, parents and families are provided data on student progress and given ideas and strategies to help their student achieve grade-level expectations.	3
Families are connected with local community resources to provide greater support for students in achieving skills for career and college readiness.	3
Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes.	3
Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.	3

Improve and Increase Teacher's Understanding and Knowledge of Comprehensive Instruction (Q14)

A yearly review of the Title I plan takes place and is shared with parents.	2
At least 3 times per year, parents and families are provided data on student progress and given ideas and strategies to help their ...	3
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Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes.	3
Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their ...	3

Functional School Board (Q15)

Q15\_Matrix ↗

Average Score

An objective evidence-based evaluation of the superintendent's performance is completed by the board annually. It is in alignment with and reflects expectations consistent with the district's strategic goals, objectives, and published job description.	3
Board chair and superintendent openly and routinely communicate with each other, with emphasis on focused support of district goals as reflected in concise and informative meeting agendas.	3
Budgets are aligned to district needs and goals.	3
By April of each school year, a budget aligned to their goals is adopted for the following year.	3
County treasurer is informed of Board action taken on the budget and related District financial information in August.	3
Each May, a strategic plan is created to guide decision making for the following year and a mid year progress review is completed to ensure progress toward goals.	3
Monthly meetings include: A publicly posted agenda Review and approval of the previous month's minutes Superintendent reports on budget expenditures, academic progress and infrastructure Members come prepared by previewing action items.	3
School board has a procedure for ensuring members who cannot attend trainings receive the information from the trainings.	2
School board meets at least monthly with a required quorum.	3
School board members have been provided training on their role and responsibilities, including those defined in Montana Code Annotated 20-3-324 and the Administrative Rules of Montana 10.55.701.	3
School board policy and procedures are reviewed annually and updated when a need is identified, there's a change in best practices, or state law necessitates it, resulting in a comprehensive review every three years.	3

Functional School Board (Q15)

An objective evidence-based evaluation of the superintendent's performance is completed by the board annually. It is in ...	3
Board chair and superintendent openly and routinely communicate with each other, with emphasis on focused support of district ...	3
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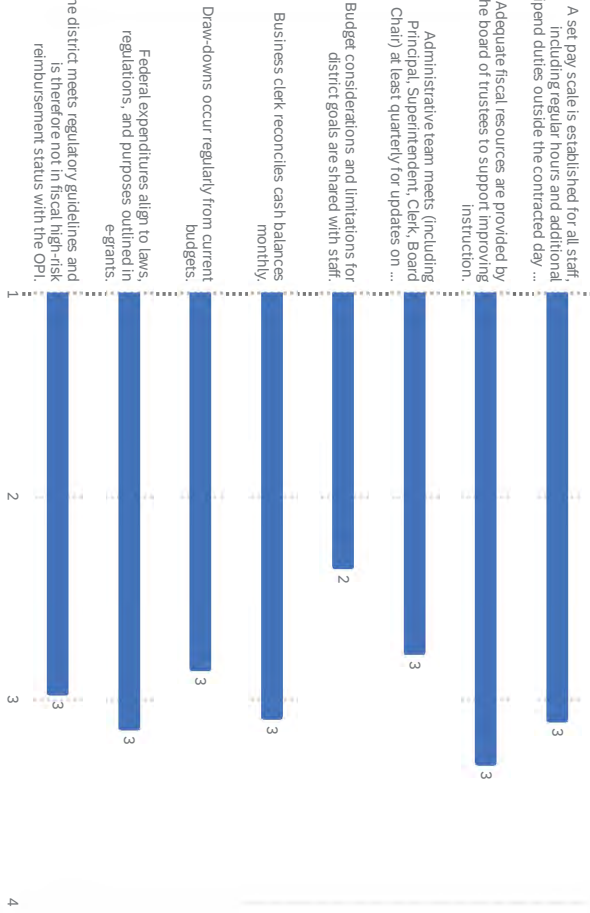
Resource Allocations (Q16)

Q16\_Matrix ↕

Average Score

A set pay scale is established for all staff, including regular hours and additional stipend duties outside the contracted day and is easily accessible for public transparency.	3
Adequate fiscal resources are provided by the board of trustees to support improving instruction.	3
Administrative team meets (including Principal, Superintendent, Clerk, Board Chair) at least quarterly for updates on allocations, cash balances invoicing, and expenditures.	3
Budget considerations and limitations for district goals are shared with staff.	2
Business clerk reconciles cash balances monthly.	3
Draw-downs occur regularly from current budgets.	3
Federal expenditures align to laws, regulations, and purposes outlined in e-grants.	3
The district meets regulatory guidelines and is therefore not in fiscal high-risk reimbursement status with the OPI.	3

Resource Allocations (Q16)



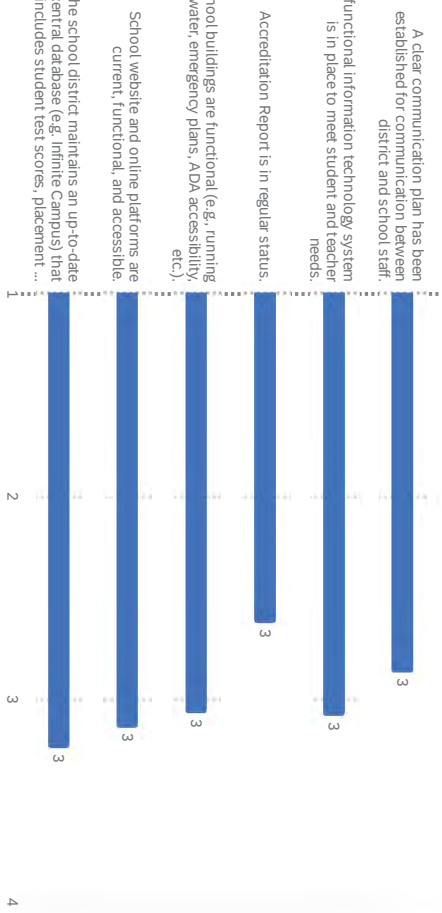
Functional Structures (Q17)

Q17\_Matrix ↕

Average Score

A clear communication plan has been established for communication between district and school staff.	3
A functional information technology system is in place to meet student and teacher needs.	3
Accreditation Report is in regular status.	3
School buildings are functional (e.g., running water, emergency plans, ADA accessibility, etc.)	3
School website and online platforms are current, functional, and accessible.	3
The school district maintains an up-to-date central database (e.g. Infinite Campus) that includes student test scores, placement information, demographic information,	3

Functional Structures (Q17)



Personnel Retention (Q18)

Q18\_Matrix ↕

Average Score

A clear, consistent evaluation system is in place that supports improvement through supportive professional learning opportunities and coaching for all staff and for all levels of experience. 3

A plan exists for clear and consistent recruiting of high-quality teachers and staff with additional recruiting incentives for high-need and hard to fill areas. 3

Personnel Retention (Q18)

A clear, consistent evaluation system is in place that supports improvement through supportive professional learning ... 3

A plan exists for clear and consistent recruiting of high-quality teachers and staff with additional recruiting incentives for ... 3

2 3 4

Tribal Engagement

Q19 - Is 50% or more of your school student population Native American? ↕

Response Count

No

114

Yes

926

Tribal Engagement (Q20)

Q20\_Matrix ↕

Average Score

Family, community, and tribal engagement events are aligned to district and school goals and are responsive to the culture, values, and context of the community. 3

On-going meaningful tribal consultation occurs, including invitation to tribal education staff to participate in school improvement team work. 3

Strong collaborations exist between community and tribal partners and the school to develop programs to support the youth (e.g. participation in systems of care or other reservation/community coalitions or partnerships). 3

The Indian Policies and Procedures (IPPs) are updated with Tribal input and guidance. 3

Waivers are being used with the Tribal government on budget and funding usage and plans. 2

Tribal Engagement (Q20)

Family, community, and tribal engagement events are aligned to district and school goals and are responsive to the culture, ... 3

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2 3 4

Q21 - Do you represent a High School or K12 district with a qualifying CTE program? [↗](#)

Response Count

No

471

Yes

356

Student Engagement (Q22)

Q22_Matrix <a href="#">↗</a>	Average Score
Performance gaps exist between subgroups of students.	2
Secondary: Post-program Placement Indicator meets the state negotiated level.	2
Students from different genders, races, and ethnicities perform acceptably in each CTE program.	3
Students from special populations perform acceptably in each CTE program.	2
Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students.	2
There are CTE programs where special populations are performing above average.	2
Th CTE g h i l l t f i g b l g	2

Student Engagement (Q22)

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Secondary: Post-program Placement Indicator meets the state negotiated level.	2
Students from different genders, races, and ethnicities perform acceptably in each CTE ...	3
Students from special populations perform acceptably in each CTE program.	2
Students in each CTE program perform acceptably on federal accountability ...	2
There are CTE programs where special populations are performing above average.	2
There are CTE programs where special populations are performing below average.	2

1234

Size, Scope, and Quality (Q23)

Q23\_Matrix [↗](#)

Average Score

Programs are aligned to industry standards.	2
Programs develop a robust skill set in students.	2
Programs offer a pathway to post-secondary or workforce options.	2
Students are able to choose the Montana Career Pathways to enroll in.	2
Students are able to complete selected Montana Career Pathway in a normal four-year high school tenure (secondary).	2
Students are able to enroll in a Montana Career Pathways of their choice.	2
The district offers a sufficient number of courses for students to easily concentrate on a Montana Career Pathway.	2

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Average Score

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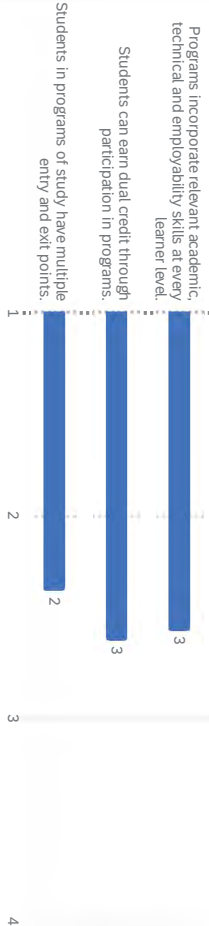
CTE Programs of Study (Q24)

Q24\_Matrix ↑

Average Score

Programs incorporate relevant academic, technical and employability skills at every learner level.	3
Students can earn dual credit through participation in programs.	3
Students in programs of study have multiple entry and exit points.	2

CTE Programs of Study (Q24)



How will the district provide CTE students with the opportunity to gain post-secondary credit while in high school. 1.218

Q25 - How you will provide CTE students with the opportunity to gain post-seconda...

N/A	
N/A	
N/A	
N/A	
N/A	
N/A	
Dual Credit courses	
N/A	
Continue to work with Stone Child College and MSU Northern for dual credit classes.	
Dual Credit classes in English and History	
N/A	
N/A	

List the Montana Career Pathway(s) and course offerings for each pathway that will be continued or implemented. 1,218

Q26 - List the Montana Career Pathway(s) and course offerings for each pathway th...

N/A

N/A

N/A

N/A

N/A

N/A

Business Pathway and Welding, Construction, Wood working

N/A

Computer Science, Drafting, Shop, Construction, Business education, Engineering design and development

Business, STEM

N/A

N/A

List Dual Enrollment or Industry-recognized credentials per pathway offered. 1,218

Q27 - List Dual Enrollment or Industry-recognized credentials per pathway offered...

N/A

N/A

N/A

N/A

N/A

N/A

Dual Credit Business Management and Dual Credit General Business

N/A

N/A

Partnership with Stone Child College.

BHS has dual enrollment with BCC, SKC, & UM.

N/A

Explain how the district supports recruitment, preparation, retention of staff, including professional development of teachers, administrators or CTE instructional support personnel. 1.218

Q28 - Explain how the district supports recruitment, preparation, retention and...

N/A

N/A

N/A

N/A

N/A

N/A

Signing Bonus, Housing

N/A

N/A

We offer competitive salaries and benefits for new staff. We offer a supportive work environment for current staff. We offer professional development opportunities for staff and admin.

N/A

N/A

Labor Market Alignment (Q29)

Q29\_Matrix

Average Score

Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation. 2

Programs are aligned to projected industry demand. 2

Programs graduate employees that thrive in the workplace. 2

Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market. 2

The district has policies in place to respond to changes in the labor market and develop new or refine existing CTE programs. 2

Labor Market Alignment (Q29)

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Programs graduate employees that thrive in the workplace. 2

Programs provide opportunities for students with disabilities, English-language learners and other special populations to access ... 2

The district has policies in place to respond to changes in the labor market and develop new or refine existing CTE programs. 2

Q30 - How were labor market needs evaluated?

N/A

N/A

they are vARY HELPFUL

N/A

N/A

N/A

Employment statistics, communication with local tribal college, Communication with Tribal Business Committee and entities, GEAR UP, Local recruiters, College and Career fairs

N/A

N/A

Connections with local employers.

N/A

N/A

Q31 - How do you collaborate with local workforce development partners to provide...

N/A

N/A

YES

N/A

N/A

N/A

Career fair at the school, college career fairs, recruiters from industry.

N/A

N/A

Gear UP, Council Meetings, Partnerships with Chippewa-Cree Tribe.

N/A

N/A



Labor Market Alignment\_How is the district working with employers to develop and offer work-based learning opportunities? 1,218

Q32 - How is the district is working with employers to develop and offer work-bas...

N/A

N/A

THEY. WORK GOOD

N/A

N/A

N/A

Firefighter training, in school presentations/trainings, offer apprentice opportunities

N/A

N/A

Gear UP, School hires students.

Students are able to work with in the schools to gain experiences in the work force.

N/A

Recruitment, Retention, and Training of CTE Educators (Q33)

Q33_Matrix ↑	Average Score
All educators teaching in programs are adequately credentialed.	3
Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market.	2
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.	2
The district has on-boarding processes to bring new professionals into the system.	2
The district's CTE staff reflects the demographic makeup of the student body.	2
The district/campus provides equal access to all CTE programs for all Perkins sub-populations.	2
There are processes in place to recruit new CTE educators.	2
There is a process to develop or recruit CTE instructors from existing staff.	2

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Programs provide opportunities for students with disabilities, English-language learners and other special populations to access ...	2		
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The district has on-boarding processes to bring new professionals into the system.	2		
The district's CTE staff reflects the demographic makeup of the student body.	2		
The district/campus provides equal access to all CTE programs for all Perkins sub-populations.	2		
There are processes in place to recruit new CTE educators.	2		
There is a process to develop or recruit CTE instructors from existing staff.	2	3	4

Evaluation of Progress Toward Improving Equity and Access (Q34)

Q34_Matrix ↑	Average Score
Accommodations, modifications, and supportive services are provided to CTE students as required.	2
Processes are in place to encourage all students to complete programs.	3
The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.	2
The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.	2
There are no enrollment discrepancies for students from special populations in programs that lead to high-wage high-skill and in-demand occupations	2

Evaluation of Progress Toward Improving Equity and Access (Q34)

Accommodations, modifications, and supportive services are provided to CTE students as required.	2		
Processes are in place to encourage all students to complete programs.	3		
The district/campus actively addresses potential barriers that might prevent special populations from participating in, ...	2		
The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.	2		
There are no enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill ...	2		4

How will the district provide activities to the following:  
(Q35.1 - Q35.3)

O35.1 - 1) prepare special populations for high-skill, high-wage, in-demand occupat... ↗

-

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....

?

?

Advertise what's available.

All students are encouraged to participate in CTE programs.

All students have access to CTE courses while in high school.

As a Middle School Teacher, this would not be applicable

Ask the district

By exploring career options and wages in our area.

By offering Biomed and Shop classes

Q35.2 - 2) provide equal access for special populations to MT Career Pathways; and

-

.

.....

?

?

Advertise

Yes, all students are met at their individual need.

All students have access to CTE courses while in high school.

As a Middle School Teacher, this would not be applicable

No idea

They take mainstream classes

All students are given equal access to all class, CTE or otherwise

Q35.3 - 3) ensure members of special populations will not be discriminated against.

-

.

.....

We have many advocates for the students in different areas helping to ensure that they are not discriminated against.

?

Proper communication between both parties.

No one is ever discriminated against.

Students are educated on class offerings and all students have access to CTE courses.

As a Middle School Teacher, this would not be applicable

Yes

Title 9

Strong anti-discrimination policy in place and small school ensure oversight

Please describe any disparities or gaps in performance that exist among population subgroups in meeting performance measures and provide an action step(s) to address the disparity for each of the following:  
(Q36.1 - Q35.8)

Q36.1 - Four-year Graduation Cohort Rate (1S1)

-

.

.....

N/A

?

none

No disparities.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q36.2 - Extended Graduation Rate (1S2)

-

.

.....

N/A

?

none

None

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na



Q36.3 - Academic Proficiency RLA (2S1)	
-	
.	
....	
N/A	
Remote teachers for core classes in high school	
needs improvement	
I am just starting in this position and have not looked at academic proficiency.	
N/A	
As a Middle School Teacher, this would not be applicable	
No idea	
Consistently evaluate transcripts.	
na	

Q36.4 - Academic Proficiency in Mathematics (2S3)

-

.

.....

N/A

Not enough years of math are required

needs improvement

I am just starting in this position and have not looked at academic proficiency.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q36.5 - Academic Proficiency in Science (2S3)

-

.

.....

N/A

Not enough certified staff for high school content

Needs improvement

I am just starting in this position and have not looked at academic proficiency.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q36.6 - Post-Program Placement (3S1)

-

.

.....

N/A

?

Needs improvement

I am just starting in this position and have not looked at post program placements.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q36.7 - Post-Secondary Credit Attainment (5S2)

-

.

.....

N/A

?

Don' know

I am just starting in this position and have not looked at credit attainment.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q36.8 - Work-Based Learning Credit Attainment (5S3)

-

.

.....

N/A

?

Don't know

We currently have 4 students doing work study programming.

N/A

As a Middle School Teacher, this would not be applicable

No idea

Consistently evaluate transcripts.

na

Q37 - What strategies is the district using to integrate academic and technical s...

-

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.....

N/A

?

Vo ag

We have an instructional coach that comes for times a year to work with all teachers K-12 grade. Great results.

N/A

Weekly Check - ins with middle school students with their advisory teachers to keep the grade communication open and consistent.

N/A

implementing jobs for Montana graduates and exploring locations nearby and different skill sets.

Assessments and data analysis, curriculum reviews/changes, best practices instructional coaching





Elsie Arntzen  
Superintendent of Public Instruction  
Montana Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501

Dear Superintendent Arntzen,

I am writing to express my support for the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. The Early Childhood and Family Support Division Administrator, I have witnessed firsthand the critical role that literacy plays in the academic and personal success of our students. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations. I understand the importance of early learning supports to set children up for success in elementary, middle, high school and life.

Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high-quality literacy instruction. The CLSD Grant will provide essential resources to address these challenges through professional development for educators and the implementation of evidence-based literacy programs. The comprehensive approach proposed in this grant provides support for districts to build sustainable systems to ensure that literacy development is a continuous and supported journey from early childhood through grade 12.


The grant's emphasis on professional development is crucial. Providing educators with ongoing, high-quality training in the latest literacy strategies and interventions will empower them to meet the diverse needs of their students more effectively. This not only improves student outcomes but also enhances teacher satisfaction and retention, creating a positive feedback loop within our education system.

The Early Childhood and Family Support Division has worked collaboratively with the OPI on many programs and services including transition from Part C to Part B services, implementation of HB 619 Montana Language Development Advisory Committee, Montana Early Learning Standards, and child care programs housed within K-12 districts. We value the partnership and are excited about the opportunity to collaborate on the CLSD Grant initiatives.

In conclusion, the CLSD Grant presents a transformative opportunity for Montana's education system. By supporting OPI's pursuit of this grant, we are investing in the future of our children and the prosperity of our state. I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on local communities and our great state.

Thank you for your time and consideration.

Sincerely,

  
Tracy Moseman  
Administrator, Early Childhood and Family Support Division  
Montana Department of Public Health and Human Services

June 22, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

I am writing to express my support for the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. As an educator and Dean of the largest Educator Preparation Program in Montana, I have witnessed firsthand the role that literacy plays in the academic and personal success of Montana State University's students and the K-12 learners who they teach. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations.

Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high-quality literacy instruction. The CLSD Grant will provide essential resources, including mentorship for early career teachers and those who serve as teacher leaders, to address these challenges through evidence-based literacy programs that support teachers and K-12 learners alike. This comprehensive approach ensures that literacy development is a continuous and supported journey from early childhood through grade 12.

The grant's emphasis on professional development is crucial. Providing educators with ongoing, high-quality training in the latest literacy strategies and interventions will empower them to meet the diverse needs of their students more effectively. Montana State University provides expertise in this area with an existing program, MentorMT, and a graduate certificate in teacher leadership. When teachers feel supported, they are more satisfied in their position and more likely to remain in the profession. Quite simply, supported teachers results in improved student outcomes.

In conclusion, the CLSD Grant presents a transformative opportunity for Montana's education system. By supporting OPI's grant application, we are investing in the future of our children and the prosperity of our state. I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on student learning and the lasting effects that enhanced literacy will have on our communities and our great state.

Sincerely,

A black rectangular redaction box covering the signature of the Dean.

Tr  
Dean

**Office of the Dean**

250 Reid Hall  
P.O. Box 172940  
Bozeman, MT  
59717-2940





# Board of Public Education

## BOARD MEMBERS

June 3, 2024

## APPOINTED MEMBERS:

Tim Tharp, Chair  
Savage

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Susie Hedalen, Vice-Chair  
Townsend

Ron Slinger  
Miles City

RE: Comprehensive Literacy State Development Letter of Support

Renee Rasmussen  
Clancy

Dear Secretary Cardona:

Lisa Schmidt  
Conrad

I am writing to express my support for the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. As a member of the Montana Board of Public Education, I have witnessed firsthand the critical role that literacy plays in the academic and personal success of our students. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations.

Jane Lee Hamman  
Clancy

Madalyn Quinlan  
Helena

Gavin Mow, Student Rep.  
Helena

## EX OFFICIO MEMBERS:

Clayton Christian,  
Commissioner of  
Higher Education

Elsie Arntzen,  
Superintendent of  
Public Instruction

Greg Gianforte,  
Governor

Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high-quality literacy instruction. The CLSD Grant will provide essential resources to address these challenges through professional development for educators and the implementation of evidence-based literacy programs. The comprehensive approach proposed in this grant provides support for districts to build sustainable systems to ensure that literacy development is a continuous and supported journey from early childhood through grade 12.

## EXECUTIVE DIRECTOR:

McCall Flynn

The grant's emphasis on professional development is crucial. Providing educators with ongoing, high-quality training in the latest literacy strategies and interventions will empower them to meet the diverse needs of their students more effectively. This not only improves student outcomes, but also enhances teacher satisfaction and retention, creating a positive feedback loop within our education system.

In conclusion, the CLSD Grant presents a transformative opportunity for Montana's education system. By supporting OPI's pursuit of this grant, we are investing in the future of our children and the prosperity of our state.

I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on local communities and our great state.

Thank you for your time and consideration.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

r. Tir Tharp  
Chair  
Board of Public Education

Congress of the United States  
House of Representatives  
Washington, DC 20515-2601

June 14th, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

On behalf of Montana's First Congressional District, I am writing to express my strong support for the Comprehensive Literacy State Development (CLSD) Grant. As an education advocate for quality education, I believe that investing in literacy programs is crucial for the success of our students and the future of our nation.

The CLSD Grant provides an excellent opportunity for our state to enhance literacy instruction, improve student outcomes, and promote lifelong learning. By focusing on evidence-based practices, professional development for educators, and community engagement, this grant can make a significant impact on literacy rates across our state.

Many school superintendents and instructional leaders have already expressed their success with past literacy grant opportunities and programming. Their support and hope that the Office of Public Instruction (OPI) applies for this new grant opportunity demonstrate the urgent need for continued investment in literacy education.

I urge you to consider the positive impact that the CLSD Grant can have on our students, schools, and communities. By supporting this grant, we can empower educators, foster a love for reading, and equip our students with the skills they need to thrive in an ever-changing world.

Thank you for your attention to this matter, and I look forward to your continued advocacy for quality education.

For God and Country,



RYAN ZINKE  
Congressman (MT-01)  
52<sup>nd</sup> Secretary of the Interior  
Commander U.S. Navy SEALs (Ret.)



OFFICE OF THE GOVERNOR  
STATE OF MONTANA

GREG GIANFORTE  
GOVERNOR



KRISTEN JURAS  
LT. GOVERNOR

June 3, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

I am writing to offer my support for the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations.


Montana's diverse and remote communities present unique challenges for ensuring every child has access to high-quality literacy instruction. Working with the legislature, last year I signed into law a bill which incentivizes local school districts to implement targeted strategies for early intervention in literacy. The CLSD Grant will supplement our efforts by helping provide additional professional development for educators and the implementation of evidence-based literacy programs. The comprehensive approach proposed in this grant provides support for districts to build sustainable systems to ensure students get the help they need to develop literacy skills from early childhood all the way through high school.

The grant's emphasis on professional development is crucial. Providing educators with ongoing, high-quality training in the latest literacy strategies and interventions will empower them to meet the diverse needs of their students more effectively.

I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on local communities and our great state.

Thank you for your consideration.

Sincerely,

  
Greg Gianforte  
Governor



Patti Durgan, Principal  
B.A. Winans Elementary School  
1015 West Clark Street  
Livingston, Montana 59047

June 14, 2024

U.S. Department of Education  
400 Maryland Avenue, Southwest  
Washington, D.C. 20202

To Whom It May Concern:

It is with great honor that I write this letter of support for the Montana Comprehensive Literacy State Development Project (MCLSDP). As the beneficiary of previous Montana literacy grant cycles, the advantages gained and improvements made in my school have been integral to improving student achievement.

Before the participation and implementation of the literacy grant, our school had a revolving door of school principals and teachers were struggling to get traction in their literacy instruction. Our public school serves PK-2<sup>nd</sup> grade students in Livingston, MT. In the spring of 2018, our second graders were 32% proficient in their reading composite score. The following fall, I had the privilege of being the eighth principal in 9 years. Because of being a part of the MCLSDP grant, in the spring of 2023, we were able to send our 2nd-grade students into 3<sup>rd</sup> grade at 79% in their reading composite score. This score has held in our 3<sup>rd</sup> grade ending this spring of 2024. Though our school and district are not as diverse as most populations around the nation we serve a 40% Free and Reduce Lunch population and many students in our district qualify for Special Education Services.

With the implementation of the MCLSDP Grant, our school district and school were able to have access to high-quality literacy consultants who helped guide our teachers and staff learning and decisions to have better outcomes for our students. Through professional development led by Montana's Office of Public Instruction (OPI) and our literacy consultants, our staff learned about the Science of Reading. We now use this as the foundation to teach our young students to learn to read in our school.

We were able to purchase curricula for Tier 1, 2, and 3 that helped our teachers address student needs through a solid school-wide instructional framework. Our school also developed a data-driven practice that guides the best instruction and implements a Multi-Tiered Support System to help all students achieve learning at high levels.

Our school has turned around since 2018 due to our participation in the MCLSDP grant. It is hard to summarize the positive and lasting impacts that this grant has had for our school. The teachers at our school are now confident in teaching our young learners to read. Our families are supportive of our instructional practices as they also see the results in their child learning and becoming a confident reader.

The grant has challenged us and changed the way we look at helping our students begin their journey to becoming literate. The way we now teach and lead are clear results of our participation in the grant. The impacts have improved education for all learners, at all levels in our community due to being a part of the MCLSDP grant.

I implore you to support grants such as the Montana Comprehensive Literacy State Development Project. The ability for rural Montana schools to have the opportunity to participate in grants such as these changes the trajectory of individual learners, schools, and communities. In most cases, it is the only way to afford and dive this deeply into changing long-standing practices and learn about the science of reading. To sustainably move the dial on student achievement in literacy, we must change the way we teach and this grant does this.

If you have any questions or concerns, please contact me anytime. I am available at our school office [REDACTED] or via email at [REDACTED]. It has been a pleasure sharing my experiences with you.

Sincerely,

[REDACTED]

Patti Durgan, M.Ed.  
Principal  
B.A. Winans Elementary School  
Livingston, MT



Lockwood School District#26  
1932 US Highway 87 East  
Lockwood, MT 59101

**Date: June 12, 2024**

**To Whom It May Concern,**

It is with great honor that I write this letter of support for the Montana Comprehensive Literacy Project (MCLP). As a beneficiary of previous Montana literacy grant cycles, Lockwood School has experienced significant advantages and improvements that have been integral to enhancing student achievement.

Through our partnership with the Office of Public Instruction (OPI) and the support provided by the MCLP grant, Lockwood School has been able to create strong intervention programming tailored to meet the diverse needs of our students. These targeted interventions have been critical in identifying and supporting students who struggle with literacy, ensuring that no child is left behind. The comprehensive support structures we have established have enabled us to provide timely and effective assistance, fostering significant improvements in student literacy outcomes.

Furthermore, the MCLP grant has allowed us to implement early literacy practices that lay a solid foundation for our youngest learners. By focusing on early childhood education, we have been able to equip our students with the necessary skills to succeed from the very beginning of their academic journey. Our early literacy initiatives have included professional development for teachers, the adoption of evidence-based instructional strategies, and the integration of engaging, age-appropriate literacy materials. These efforts have not only enhanced early reading and writing skills but have also cultivated a lifelong love of learning among our students.

In addition to strengthening early literacy and intervention programs, the MCLP grant has been instrumental in the development and implementation of a districtwide English Language Arts (ELA) curriculum. This cohesive and comprehensive curriculum has provided a consistent framework for instruction across all grade levels, ensuring that every student receives a high-quality education. The alignment of our ELA curriculum with state standards and best practices has enabled us to achieve a higher level of academic rigor and coherence, resulting in improved literacy rates and overall academic performance.

The positive impact of the MCLP grant on Lockwood School cannot be overstated. The resources and support we have received have empowered our educators to deliver exceptional literacy instruction, tailored to the unique needs of our students. As a result, we have witnessed remarkable progress in student achievement, increased engagement, and a stronger sense of community within our school.


We wholeheartedly support the continuation and expansion of the Montana Comprehensive Literacy Project. The transformative effects of this grant have been evident in our school, and we are confident that continued support will enable us to sustain and build upon the




Lockwood School District#26  
1932 US Highway 87 East  
Lockwood, MT 59101

successes we have achieved. We urge you to consider the profound benefits that the MCLP grant provides to schools across Montana and to continue investing in the future of our students.

Sincerely,



Don Christman  
Superintendent  
Lockwood School District #26



Alex Ator and Roberts School Staff  
Roberts School  
106 Maple Ave.  
Roberts, MT 59070

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

We are writing to share our experience as a recipient school of the Montana Comprehensive Literacy State Development Program Grant and the Montana Comprehensive Literacy Grant (hereinafter “Literacy Grant”). Our district has been awarded the Literacy Grant twice in the past seven years. We have used the funds awarded to support our students by purchasing evidence-based literacy curricula and intervention programs, starting an early education program, and supporting our teachers with access to high-quality professional development, literacy consultants, and on-staff literacy coaches. Ultimately, we are working to better support our community by equipping our preK-12 students with effective literacy instruction so that we can grow educated citizens.

Our district initially applied for the Literacy Grant because we saw that our students were not achieving what we knew they were capable of, and we wanted to do better for them and our community. Over the years of grant implementation, there have certainly been setbacks, including the Covid-19 pandemic; however, we are pleased to share that our data shows that the incredible work that our educators have put in is paying off. Our youngest learners are showing that the hard work has been worth it as 82% of our Kindergarten class and 77% of our First Grade class placed at or above benchmark on the Spring DIBELS assessment. This has not been an overnight success, and, as with many worthy goals in education, this endeavor has required extra hours, hard work, learning or relearning evidence-based strategies, and consistency on the part of our staff.

While we have significantly improved everything from professional development to intervention to systems in our K-12 district, we still have a long way to go. In particular, a great deal of work needs to be done to help our intermediate-grade learners, as they were in second through fifth grade during the pandemic and missed crucial learning time. However, thanks to the Literacy Grant, we are now much more equipped with the knowledge, programs, and more sustainable supports to help those students, than we have been in the past

## **Professional Development**

According to our educators, one of the most beneficial resources of this grant has been access to professional development from some of the best experts in the field of literacy research. Every staff member has had the opportunity to attend several conferences specializing in best practices in literacy, dyslexia, social-emotional health, and early childhood education. Such opportunities have provided our teachers with both the “why” and the “how” of effectively teaching literacy skills. The knowledge that our staff has acquired through these conferences has not only led to more proficient teaching but also to a higher confidence in teaching literacy.

Additionally, having this foundational knowledge has in turn, created a more successful classroom for our students who receive better instruction and who have teachers who are now more informed about any gaps a child may have and can differentiate or intervene in a way that greatly helps an individual child learn. This has also created a school culture of problem-solving and ensuring that strategies, programs, curricula, and interventions are evidence-based. The knowledge that teachers have acquired has also helped build teacher efficacy and confidence that they are “on the right track” with literacy education. Unfortunately, this has not been the case with many of the preservice education programs that many of us have experienced. Rather, it has been the conferences and workshops that have informed the highest quality of teaching and learning. Without the grant, very few members of our staff could afford the cost to attend these conferences on their own. While many organizers try to keep registration costs low, there is still the concern of hotels, travel, and being away from family. The grant has helped our staff alleviate most of those concerns. Importantly, our ability to send the majority of our staff has enabled us to have a streamlined approach to literacy, writing, and social-emotional learning as a district. We have been able to share our experiences and collaborate to create a streamlined approach to literacy in our district.

Another major benefit of professional development that our educators reported was access to and feedback from literacy consultants that our district works with. We have been incredibly fortunate to work with some incredibly knowledgeable individuals in the field of literacy. These individuals have observed our classrooms in practice and worked 1:1, in grade bands, and with larger groups to help us implement programs, curricula, and knowledge that are grounded in evidence. These top-tier consultants have provided our staff with actionable steps that they can take to better hone their craft.

Further, the Literacy Grant has allowed us to hire on-staff literacy coaches, a critical addition to our educational team. These coaches provide ongoing, personalized support and guidance to educators, ensuring they can apply best practices in literacy instruction effectively within their unique classroom dynamics. They collaborate with teachers to foster a culture of continuous professional growth. By conducting classroom observations, offering constructive

feedback, and facilitating professional learning communities, literacy coaches bridge the gap between research and practice. Their data-driven approach helps teachers interpret student assessments, identify areas for improvement, and develop targeted instructional plans, leading to improved student outcomes. Additionally, literacy coaches contribute to the overall professional development of the school by organizing workshops, leading training sessions, and providing resources, thus enhancing the knowledge of our teaching staff and creating a cohesive, informed approach to literacy education throughout our district.

## **Impact on the Students**

When we wrote the application for our Literacy Grant, we made the strategic decision to include an early education program for three to five-year-olds. This community-run program, supported by our early education teacher who also serves as the district's librarian, has created a nurturing learning environment for the youngest learners in our community. Our data consistently shows that students who participate in this program exhibit stronger literacy and social-emotional skills in their kindergarten readiness assessments compared to their peers who attend other programs or have not attended a preschool program at all. The program emphasizes essential pre-literacy skills and social-emotional learning. The inclusion of this early education program in our Literacy Grant has been a transformative initiative, providing a high-quality, supportive learning environment that sets our students up for long-term success.

Our district has also implemented a walk-to-reading program, grouping students based on their specific literacy instructional needs. This approach requires considerable scheduling and organization, often involving multiple grade levels. The Literacy Grant has enabled us to purchase evidence-based interventions that meet students where they are at and support data-driven instructional practices. This method has proven particularly effective for our youngest learners in preschool through second grade, helping them develop foundational literacy skills early on and setting them on a path toward academic success. Additionally, older students have also shown remarkable improvements through more tailored instruction. By grouping students according to their instructional levels and continuously monitoring their progress, teachers can adjust their strategies to support each student's growth. This approach has led to significant growth in literacy across all grade levels, with improved decoding, fluency, and comprehension.

Our teachers now utilize a variety of formative and summative assessments to monitor student progress precisely. This data-driven approach allows for timely interventions and personalized support, ensuring that each student receives the attention and resources they need to thrive. For example, our kindergarten readiness scores have shown a marked increase, and our first and second graders are demonstrating higher proficiency levels in reading and writing than in previous years.



Overall, we have seen the growth we were looking for with our youngest learners. Our data shows that our lower elementary students are beginning their education with strong literacy skills. However, we do know that there is still work to be done in our upper elementary and middle school grades. Similar to the rest of the state of Montana and the nation, we see that the band of students who were in their very formative years of literacy education when the Covid-19 pandemic shuttered schools continue to have gaps in their literacy education. To address these issues, our district has implemented a similar walk to literacy intervention program and teachers have worked closely with coaches and consultants to address student needs. That said, we would be remiss to not acknowledge that our students require more from us. As they get older, the struggles with literacy become more pronounced and, therefore, more devastating. This unfortunately creates a state that makes learning all the more difficult for students.

## **Conclusion**

As a rural Montana school district, our main objective is to equip our students with the best possible education. Many of our students head to college, while others pursue trade schools or enter directly into the workforce. Regardless of their chosen path, literacy knowledge is vital to the success of our community. This grant has been crucial and, in some cases, life-changing. The ability to retrain educators in the Science of Reading, provide ongoing feedback and support, and access excellent curricula has demonstrated what education can and should be. All students deserve informed educators and enriching materials, and although we have a long way to go, our data shows we are on the right track and committed to continuing this path.

Our district greatly appreciates your consideration of our experiences with the Montana Comprehensive Literacy Program Grant and the significant work you are doing for students and educators across the country. As we regroup over the summer, we also use this time to reflect on our progress and plan for the future. The Literacy Grant has been instrumental in transforming our educational practices and improving student outcomes. We look forward to continuing our efforts to provide high-quality literacy education and contribute to the success of our community.

Thank you for your ongoing support and dedication to advancing literacy education nationwide.

Best Regards,

Alex Ator and The Roberts School Staff,



June 10, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

I am writing as the elected leader of nearly all public school educators in Montana. We support the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. As Montana's professional practitioners, we have witnessed firsthand the critical role that literacy plays in the academic and personal success of our students. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations.

Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high-quality literacy instruction. The CLSD Grant will provide essential resources to address these challenges through professional development for educators and the implementation of evidence-based literacy programs. The comprehensive approach proposed in this grant provides support for districts to build sustainable systems to ensure that literacy development is a continuous and supported journey from early childhood through grade 12.

The grant's emphasis on professional development is crucial. We deserve ongoing, high-quality training in the latest literacy strategies and interventions empowering us to meet the diverse needs of our students more effectively. This not only improves student outcomes but also enhances teacher satisfaction and retention, creating a positive feedback loop within our education system.

In conclusion, the CLSD Grant presents a transformative opportunity for Montana's education system. By supporting OPI's pursuit of this grant, we are investing in the future of our children and the prosperity of our state. I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on local communities and our great state.

Thank you for your time and consideration.

Sincerely,

A black rectangular box redacting the signature of Amanada Curtis.

Amanada Curtis  
President, Montana Federation of Public Employees

## United States Senate

June 11, 2024

Honorable Secretary Miguel Cardon  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-0001

Dear Secretary Cardon:

I write to you in support of the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) grant to bolster literacy education across Montana.

The CLSD Grant represents a significant opportunity to enhance literacy education for some of Montana's most vulnerable and underserved public school students. Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high quality literacy instruction. Recruiting and retaining teachers is a high priority for the State of Montana and this grant would ultimately positively impact students and their academic success and readiness for careers and college.

If successful, funding will be used to offer sub-grants to high-needs school districts across the state of Montana with an emphasis on professional development. In addition, the funding will be utilized to provide ongoing high quality training in the latest literacy strategies and intervention to empower teachers to meet the diverse needs of their student.

I trust you will give this application fair and thoughtful consideration.

Sincerely,



Steve Daines  
United States Senator

**Congress of the United States**  
**Washington, DC 20515**

June 14, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

I am writing to express my support for the Montana Office of Public Instruction's (OPI) application for the Comprehensive Literacy State Development (CLSD) Grant. I have witnessed firsthand the critical role that literacy plays in the academic and personal success of our students. The CLSD Grant represents a significant opportunity to enhance literacy education across Montana, particularly for our most vulnerable and underserved populations.

Montana's diverse and often geographically isolated communities present unique challenges to ensuring that every child has access to high-quality literacy instruction. The CLSD Grant will provide essential resources to address these challenges through professional development for educators and the implementation of evidence-based literacy programs. The comprehensive approach proposed in this grant provides support for districts to build sustainable systems to ensure that literacy development is a continuous and supported journey from early childhood through grade 12.

The grant's emphasis on professional development is crucial. Providing educators with ongoing, high-quality training in the latest literacy strategies and interventions will empower them to meet the diverse needs of their students more effectively. This not only improves student outcomes but also enhances teacher satisfaction and retention, creating a positive feedback loop within our education system.

In conclusion, the CLSD Grant presents a transformative opportunity for Montana's education system. By supporting OPI's pursuit of this grant, we are investing in the future of our children and the prosperity of our state. I strongly urge the review committee to approve Montana's application and look forward to the positive impact this grant will have on local communities and our great state.

Thank you for your time and consideration.

Sincerely,



Matthew M. Rosendale, Sr.  
Member of Congress



June 19, 2024

Secretary Miguel Cardona  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary Cardona,

I am writing to endorse the Montana Office of Public Instruction's (OPI) bid for the Comprehensive Literacy State Development (CLSD) Grant. As someone deeply invested in education—whether as an educator, parent, community member, or advocate—I have observed the pivotal role literacy plays in shaping our students' academic and personal trajectories. The CLSD Grant is a pivotal opportunity to bolster literacy education throughout Montana, focusing on reaching our most disadvantaged and overlooked communities.


The unique composition of Montana's communities, marked by diversity and geographical isolation, poses distinct challenges in providing every child equitable access to superior literacy education. The CLSD Grant aims to surmount these obstacles by allocating critical resources for the professional development of educators and the adoption of proven literacy initiatives. This holistic strategy guarantees a seamless and supported literacy progression from the earliest stages of education to the twelfth grade.

The grant's focus on professional development is essential. Equipping educators with continuous, top-tier training in cutting-edge literacy techniques and interventions will enable them to cater to the varied needs of their students more effectively. This initiative promises to elevate student performance and augment teacher satisfaction and retention, thereby fostering a virtuous cycle within our educational infrastructure.

In closing, the CLSD Grant signifies a momentous chance to advance Montana's educational landscape. Supporting OPI's endeavor to secure this grant is tantamount to investing in our youth's future and our state's overall prosperity. I fervently recommend that the review committee favor Montana's application in anticipation of this grant's substantial benefits to our localities and our esteemed state.

Thank you for your consideration in this matter.

Sincerely,

  
Daniel M. Lee, Ed.D.  
Dean

Phyllis J. Washington College of Education

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## **Budget Narrative**

### **Montana Comprehensive Literacy State Development Program**

The Montana Office of Public Instruction (OPI) will utilize its experience with the four previous grant cycles of the CLSD grant to implement an evidence-based approach to reaching Montana's most disadvantaged youth. The requested funds for the five-year grant cycle will support the implementation and capacity building for approximately 30 Montana districts to sustainably incorporate evidence-based literacy practices within their school, refine the Montana Literacy Plan, collaborate with institutions of higher education, and empower literacy leaders with the knowledge and skills for improving student literacy outcomes.

The total budget request over the four years is [REDACTED] in support from the U.S. Education Department (ED) through the CLSD grant. A grant from ED would provide the essential funding necessary to specifically support the following elements of our plan:

- Establish a high-impact team at SEA to deliver technical assistance, fiscal monitoring, decision making, and facilitate professional learning of subgrantees
- Build capacity of district-level literacy leaders in evidence-based literacy practices, capacity building for teacher leaders, and implementation sciences
- Convene district-level literacy leaders regularly in a community of practice



- Utilize the Literacy Leadership Network's professional learning to create an evidence-based State Literacy Plan and district-level literacy plans
- Collaborate with Institutions of Higher Education (IHE) to provide professional learning on evidence-based practices to both preservice and in-service educators
- Review Montana IHEs curriculum in literacy and general education courses
- Partner with Montana IHEs for mentorship opportunities and collaboration

The narrative that follows is organized by budget category and explains the use of requested funds..

## **Personnel**

Funds for personnel are requested in the amount of [REDACTED]. The three staff listed below will each devote 1.0 FTE each year of the project. Collectively, their work will focus on the coordination of the project activities, fiscal and grant requirements, implementation of evidence-based literacy instruction, coordination of professional learning activities, and the publication of a Montana Literacy Plan. The OPI Leadership team will support the implementation of the CLSD grant work, although they are not funded by this grant. Marie Judisch, Senior Manager of Teaching and Learning, under whose department the CLSDP Grant resides, will dedicate 15% of her FTE to the grant. Her responsibilities include providing support on best practices, contracting, decision-making, coordinating with other Teaching and Learning units, as well as staff

supervision. Dr. Julie Murgel, Chief Program Officer for OPI, overseeing all programming for the state of Montana, will allocate 5% of her FTE to grant oversight. Her role focuses on, but is not limited to, coordinating grant work with other units within the programming department, offering guidance in teacher-leadership development, and fostering connections with Institutions of Higher Education. Christy Mock-Stutz, State Assistant Superintendent of Schools, will also dedicate 5% of her FTE to grant oversight and leadership. Her contributions will include support in best practices for reading instruction, leadership, connecting with Institutions of Higher Education, and coordination with other units within the agency.

Description	Base Salary	FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Grant Specialist(s)		2.00						
Grant Manager		1.00						
Total Personnel								

Full-time salaries include a 2% raise annually based on patterns of the State of Montana’s wage increase history. A description of each line item appears below:

**Grant Director:** A total of is requested to support the salary for a 1.0 FTE/year Literacy Grant Director. If awarded, Rachel Gott, the current grant administrator, will continue to fulfill this role for the agency. The literacy grant director oversees the administration and management of literacy-focused grants, including budget management, program implementation, compliance, and reporting. This role will ensure that funds are allocated appropriately and spent according

to guidelines, supervise literacy grant specialists, and implement professional learning aligned with grant activities. This position will also prepare detailed progress reports collaborate with stakeholders such as educators, community organizations, and policymakers to support literacy initiatives, and monitor and evaluate program effectiveness to demonstrate impact and make necessary improvements. Additionally, the grant director will supervise grant activities, oversee fiscal monitoring, provide leadership to grant specialists, serve as an expert in evidence-based literacy instruction, and serve as the primary contact for ED, IHEs, evaluators, and other relevant entities.

This position will also identify best practices within Montana and in other states regarding how best to use the data and will take the lead in sharing this information with the LEA's and university system through the website, individual presentations, and the statewide conferences.

**Grant Specialists:** A total of [REDACTED] is requested to support the salary of a 2.0 FTE/year for grant specialists. The grant specialists will provide direct support to subgrantee literacy leaders on their professional learning plans, internal systems, data collection, district leadership teams (DLTs), and school-level fiscal monitoring. The specialists will also ensure documentation is processed in accordance with grant expectations. Grant specialists will support coordinating state-wide grant professional learning, course creation in the Montana Teacher Learning HUB on evidence-based practices, and technical assistance. In recruiting for these positions, the agency will prioritize candidates with a robust background in evidence-based literacy instruction, instructional coaching, and data-driven decision making. Additionally, we seek

individuals who demonstrate a proven track record of innovative approaches in literacy education. This emphasis ensures that our team is equipped with the expertise and creativity necessary to drive impactful and sustainable improvements in literacy outcomes.

**Fringe Benefits**

OPI’s total request to ED for fringe benefits amounts to [REDACTED] Fringe on Full-Time positions is calculated at 30% of FTE.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fringe	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
Total Fringe	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Travel**

Montana OPI’s request for travel for the CSLD OPI team is [REDACTED] across the five years. Federal rates for 2024 were

used to estimate mileage, lodging, and meals for year 1 respective to location. Subsequent annual travel for similar purposes is increased to adjust for inflation at the rate of a 2% increase. Costs for each line item are described below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	
Initial Grant Orientation		\$0.00	\$0.00	\$0.00	\$0.00	
Professional Learning Regular COP	\$0.00					
Site Visits	\$0.00					
National CLSD Conference						
Regional CLSD Annual Meetings						
Total Travel with Annual Inflation Increase						

**Initial Grant Orientation:** A total of [REDACTED] in the first year will allow for Montana OPI staff to travel in state to meet with districts for statewide implementation and begin the initial technical support for schools. Travel for this purpose is requested for three staff for 4 days and three nights for a single occasion. Estimated costs include: [REDACTED] for lodging, [REDACTED] for meals and \$603 for ground transportation. Subsequent annual travel for similar purposes is increased to adjust for inflation.

**Professional Learning Community of Practice:** A total of [REDACTED] across all five years will allow Montana OPI travel in state to meet with the subgrantees to conduct regular in-person professional learning. The agency will utilize virtual meetings in alternating months and during the winter when travel is more challenging. In-person meetings will include professional learning in evidence-based literacy strategies, implementation sciences, instructional coaching, data literacy, family and community engagement, and other offerings based on the project design and needs of districts. These meetings will support

the revision of the State Literacy Plan and each district's literacy plan. Travel for this purpose is requested for six nights and 8 days for three staff in years two through five of the grant. Estimated costs for year one includes: [REDACTED] for lodging, [REDACTED] for meals, [REDACTED] for ground transportation. Subsequent annual travel for similar purposes is increased to adjust for inflation.

**Subgrantee Site Visits:** A total of [REDACTED] across years two through five will allow Montana OPI staff to travel for in-person site visits to meet the literacy leaders for each school. For years two and three of the grant, travel for this purpose is requested for six nights and 10 days for three staff. As sustainability builds in schools, the agency is requesting less funding for in-person visits for years four and five. Estimated costs for year one include: [REDACTED] for lodging, [REDACTED] for meals, [REDACTED] for ground transportation. Costs for years four and five are estimated at: [REDACTED] for lodging, [REDACTED] for meals, and [REDACTED] for ground transportation. Subsequent annual travel for similar purposes is increased to adjust for inflation.

**National CLSD Conference:** A total of [REDACTED] across all five years will allow Montana OPI staff to attend and present at the CLSD national meetings. These meetings provide required training for project directors as well as professional development and collaboration opportunities for all grantees. Travel for this purpose is requested for four nights and three days for three staff each year of the grant. Estimated costs for year one include: [REDACTED] for lodging, [REDACTED] for meals, and [REDACTED] for air transportation. Subsequent annual travel for similar purposes is increased to adjust for inflation.

**Regional CLSD Annual Meetings:** A total of [REDACTED] across all five years will allow Montana OPI staff to attend and present at a regional CLSD annual meetings. Travel for this purpose is requested for two nights and three days for the grant director each year of the grant. Estimated costs for year one include: [REDACTED] for lodging, [REDACTED] for meals, and [REDACTED] for air transportation. Subsequent annual travel for similar purposes is increased to adjust for inflation.

**Equipment:** No funds are allowed or requested for equipment.

**Supplies:** Montana OPI's request for supplies for the CSLD OPI team is [REDACTED] across the five years. These supplies are needed for staff to carry out tasks as described throughout the project plan. Some costs are increased annually to adjust for inflation. Costs for each line item are described below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	
Hardware (computer, monitors, etc.)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Professional Learning Session Rentals	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Professional Learning Session Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Administrative Tools	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
State Literacy Plan Publication				[REDACTED]		[REDACTED]
Total Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Hardware:** A total of [REDACTED] is requested in total hardware supplies. This includes laptop devices, monitors, docking stations, keyboard/mouse accessories, web cameras, as well cell phones, and monthly fees for three staff members. The



bulk of the cost is requested at [REDACTED] in the first year to ensure all staff has adequate supplies to begin their work, with annual costs at [REDACTED] for years two and three and [REDACTED] at years four and five for replacement of accessories as needed.

**Professional Learning Session Rentals:** A total of [REDACTED] is requested for Professional Learning Session Rentals. The rental fees will cover the cost of a convening space that is most appropriate for the subgrantee's locations and space needed for conducting the professional learning. The first year is estimated to cost [REDACTED] for the orientation meeting, with each subsequent year estimated at [REDACTED]

**Professional Learning Session Supplies:** A total of [REDACTED] is requested for supplies for both in-person and virtual professional learning sessions throughout all five years of the grant. These supplies include folders, office supplies, and texts aligned with learning objectives. The first year is estimated at [REDACTED], with each subsequent year estimated at [REDACTED] annually.

**Administrative Tools:** A total of [REDACTED] is requested for administrative tools across all five years in the grant. Subscriptions to several administrative tools that allow OPI staff to access and utilize the state-acquired software and shared services are required for administration of the grant. The costs include subscriptions to Microsoft 365, Zoom, Google Workspace, the State VPN, Adobe Acrobat, etc. The cost for this is estimated for three staff members at approximately [REDACTED] annually. Costs for this are adjusted annually for inflation.

**Contractual:** Montana OPI’s request for contractual expenses during the grant period totals [REDACTED]. All employees, officers, and agents participating in the selection, award, or administration of a contract related to CLSD are free of real or apparent conflicts of interest, and OPI has taken steps to avoid organizational and other conflicts of interest. A description of each line item appears below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	
Evaluation Services	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Professional Learning Contract	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Application Scoring	[REDACTED]					[REDACTED]
IHE Curriculum Review		[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]
Total Contractual	[REDACTED]					[REDACTED]

**Evaluation Services:** A total of [REDACTED] is requested for evaluation services provided by Education Northwest. Year one of the grant will be focused on data collection, while years two through five will add on data analysis and reporting. The estimated cost for year one is at [REDACTED] for data collection. Years two through five have increased costs added for data analysis and reporting, ranging from [REDACTED] to [REDACTED] with increasing needs and data collected.

**Professional Learning Contract:** A total of [REDACTED] for professional learning focused on evidence-based literacy practices and leadership is requested over the course of the five year grant. The core of the services to be conducted under this contract will focus on providing professional learning to the Literacy Leadership Network in the monthly communities of practice sessions. This contract will be awarded to a vendor that is able to support birth through twelfth-grade evidence-based literacy and literacy-based instructional coaching strategies and teacher leadership building aligned with the research presented through the community of practice. This could include an intergovernmental agreement with a Montana-based university. The cost will decrease over time as members of the Literacy Leadership Network gain mastery over the concepts presented. Estimated costs for year one included is at [REDACTED] to accommodate for the shortened award year. Years two and three are estimated at [REDACTED] and [REDACTED], with the final two years at [REDACTED] and [REDACTED].

**Application Reviewers:** A total of [REDACTED] is requested for contracting with qualified subgrantee application reviewers. The agency will recruit 5 different reviewers at the cost of [REDACTED] each to review subgrantee applications in year one of the grant. Reviewers will be selected through a formal process with preference given to those with relevant experience.

**IHE Curriculum Reviewers:** A total of [REDACTED] is requested for contracting with a qualified professional to support the review of institutions of Higher Education literacy instruction courses for alignment with evidence-based practices. The costs for this will sit in years two through four of the grant, at [REDACTED] for each year.

**Construction:** No funds are requested for construction.

**Other**

**Subgrantees:** Montana OPI’s requests [REDACTED] for the “other” category across the five-year grant cycle. These funds will be directed toward awarded subgrantees to carry out the tasks within the grant. The OPI is proposing a scaffolded funding approach in efforts to build sustainability within each school. For year one, the agency is requesting minimal funding at [REDACTED] to support schools for their implementation efforts. For year two, [REDACTED] is requested. Year three request is [REDACTED] Year four request is [REDACTED] The final year request is for [REDACTED]

	Year 1	Year 2	Year 3	Year 4	Year 5
Subgrantees - LEAS	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
Total Other	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Indirect Costs**

A total of [REDACTED] 7 across all four years is requested for indirect costs. Indirect costs are calculated at a rate of 14.4% of modified total direct costs (MTDC). MTDC excludes any amount over [REDACTED] for contractual line items each year of the grant. See the Appendix for OPI’s Indirect Cost Rate Agreement.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Modified Total Direct Costs						
Indirect Cost @14.4%						

**Total**

The total budget request for the *Comprehensive Literacy State Development Grant* is \$49,998,980.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Budget	916,657	17,517,283	15,522,355	9,525,616	6,517,070	49,998,980



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2026

**Applicant Information**

**Legal Name:**

Montana Office of Public Instruction

**1. Project Objective:**

Project Objective 1: Identify and build the capacity of districts serving the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
OPI will competitively award approximately 30 subgrants to high-need LEAs as identified by the percentage of students living in poverty and students performing below grade level as indicated on state assessments. By June of 2025, all subgrant applications will be reviewed and funds will be distributed to LEAs selected based on need and high-quality applications.	PROJECT		30 /	30	100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
OPI will support eligible LEAs through professional development and technical assistance as they adopt culturally relevant and evidenced-based HQIM and develop a comprehensive Multi-Tiered System of Support (MTSS) to identify and meet the needs of all students, especially identified disadvantaged subgroups. By spring of year 4, 100% of subgrantees will have identified and/or purchased culturally relevant and evidence-based HQIM and strategies for all students at all levels of instruction.	PROJECT		30 /	30	100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of students performing at or above proficiency by 10% as identified by local benchmark measures (PreK-2) or state ELA assessments (3-8 & high school).	PROJECT		10 /	100	10.00

**2. Project Objective:**

Project Objective 2: Increase the number of disadvantaged students who have access to effective educators prepared to implement and sustain scientifically based reading instruction.  
PR/Award # S371C240025

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Increase the level of knowledge in the Science of Reading (SoR) by at least 50% in all teachers and school leaders who participate in SoR professional development as measured by pre and post-test results.	PROJECT		50	/	100	50.00

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By the end of year 5, 100% of CLSD schools will have participated in instructional leader development designed to create school leaders whose primary role as an instructional leader is to provide observation and feedback, lead data analysis conversations and team planning, and ongoing professional development in evidence-based literacy practices.	PROJECT		30	/	30	100.00

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By the end of year 5, 100% of CLSD schools will have participated in training to identify and provide literacy specific instruction to underserved populations, specifically focusing on dyslexia and English Learners (Competitive Preference Priority 3).	PROJECT		30	/	30	100.00

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
At least once per year, the SEA will facilitate collaborative conversations between the SEA and IHE partners to examine the quality of preservice courses related to literacy development, ensure alignment to evidence-based practices, and identify ongoing support for teachers beyond the Educator Preparation Program (EPP).	PROJECT	1		/		

2.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year 2, the SEA and IHE partners will review and make recommendations to refine licensure/certification requirements related to teaching reading (Competitive Preference Priority 1).	PROJECT	1		/		

**3. Project Objective:**

Project Objective 3: Strengthen systems at both the SEA and LEA levels to provide and implement high-quality evidence-based literacy instruction.

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**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
One hundred percent of LEAs will establish literacy leadership teams by the end of Year 1.	PROJECT		30	/	30 100.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Leadership Teams, school leaders and teacher leaders/coaches will participate in at least 80% of the Literacy Leadership Network meetings designed to guide site-based implementation and support classroom teachers in the implementation of SoR professional development.	PROJECT		80	/	100 80.00

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The SEA will build at least two additional courses each year in the Teacher Learning Hub to assist schools with implementation and sustainability of evidence-based literacy practices that will be required for educators at each subgrantee school.	PROJECT	2		/	

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The SEA will update and publish a revised copy of the State Literacy Plan by July of 2026, utilizing resources from the CLSD National Literacy Center.	PROJECT	1		/	

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
One hundred percent of participating schools will complete a high-quality Local Literacy Plan that incorporates all culturally relevant HQIM, evidence-based strategies, and family and community engagement and systems developed through participation in the Literacy Leadership Network.	PROJECT		30	/	30 100.00

3.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The SEA will meet with DPHHS, the state agency responsible for early childhood education, annually to review preK outcomes and discuss next steps (Invitational Priority).	PROJECT	1		/	

## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008  
Expiration Date: 08/31/2026

Name of Institution/Organization

Montana Office of Public Instruction

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	916,657.00	17,517,282.76	15,522,354.76	9,525,615.82	6,517,069.44			49,998,979.78

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2024 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 14.40 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 14.40 %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S371C240025

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Montana Office of Public Instruction	

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Montana Office of Public Instruction		

**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2025

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <div><input checked="" type="checkbox"/> Prime   <input type="checkbox"/> SubAwardee</div> <div>* Name Office of Public Instruction</div> <div>* Street 1 1300 11th Ave</div> <div>* City Helena</div> <div>State MT: Montana</div> <div>Zip 59601</div> <div>Congressional District, if known: All-MT</div>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Comprehensive Literacy Development CFDA Number, if applicable: 84.371	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> <div>Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip</div>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) <div>Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip</div>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <div>* Signature: <div></div> *Name: Prefix <div>Deann</div> * First Name Middle Name * Last Name Willcutt Suffix Title: Centralized Services Sr Manager Telephone No.: Date: 06/24/2024</div>		
<b>Federal Use Only:</b> Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)		



U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Rachel"/>	<input type="text"/>	<input type="text" value="Gott"/>	<input type="text"/>

\* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="1300 11th Ave"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Helena"/>
County:	<input type="text"/>
* State:	<input type="text" value="MT: Montana"/>
* Zip Code:	<input type="text" value="59601 -1428"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

\* Phone Number (give area code)      Fax Number (give area code)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

\* Email Address:

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. New Potential Grantee or Novice Applicant:

☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes      ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Federal Wide Assurance #(s), if available:

We will comply with 34 CFR 97 and proceed to obtain the human subject assurance upon request by the designated ED official.

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Montana Office of Public Instruction (OPI) acknowledges the significance of equitable access to, and participation in, federally funded assisted programs for students, teachers and recipients. To apply and comply with acquisition of federal funds, the OPI will ensure all partners on the project are committed to diversity, equity, inclusion, and belonging. The OPI pledges responsibility and commitment to provide educational opportunities to all children, regard to all persons involved in the activities of the comprehensive state literacy development grant, and to all who benefit from the outcomes established in the grant. All education partners serve an academically and racially diverse student population and are committed to equal treatment for all students, employees, and the general public. No partner discriminates based on gender, race, national origin, color, disability, or age. This is reflected in partner hiring policies and admissions policies.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The Montana OPI will identify any barriers that can impede equitable access or participation particularly of educators and students in access to grant activities related to gender, race, national origin, color, disability, or age. Of concern will be efforts aimed at equitable access to grant opportunities, events, dissemination of information, materials, and technical assistance. In particular, the greatest barriers to equitable access to grant activities include the following:

- Access to high-quality professional learning events, particularly in Montana's rural areas;
- Students in high-needs schools having literacy instruction by highly-qualified educators that stay consistent throughout the grant activities and beyond; and
- Engaging instructional leaders in high-needs schools with limited staff, making participating in activities

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The OPI will address barriers to equitable access and participation in the literacy grant as outlined below. These efforts are further described in the

application narrative. Grant money will fund efforts to support literacy instruction for students in the following ways:

- Provide training and implementation support for instructional leaders in high needs schools on the science of implementation of high-quality literacy instruction initiatives;
- Provide professional learning for all LEA education and literacy instructional leaders on evidence-based literacy practices, including creating new professional learning opportunities on the Teacher Learning Hub; and
- Collaborative review of IHE general education and reading specialist coursework and opportunities to grow new teacher mentorship programs.

The OPI will begin to address barriers from the start of the comprehensive state literacy grant by simplifying the application process for schools, including by allowing schools to apply for the subgrantee funds in cooperation with nearby schools as part of a consortium. OPI will then provide targeted support for school leadership in identifying their own school's literacy needs and building capacity for systems management. By providing support for educational leaders, the OPI will be providing sustainable, district-driven activities that will support and enhance student literacy learning. Then, OPI will provide professional learning to all grant schools on evidence-based strategies, with regular and continued support for educators on the science of reading and early literacy skills. In partnership with IHE's, new teachers will have support and mentorship in their early years of teaching.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

Beginning with the simplified application process in the first year of the grant, OPI will work to reduce the barriers to our high needs schools participation in the grant. In the first year of the grant, OPI will provide training on implementation and systems management, and will review each school's own milestones for evidence of participation in planning for literacy learning. Throughout the duration of the grant, OPI will monitor and review literacy plans, formative assessment evidence of student learning, and participation in grant activities to determine that appropriate steps are being taken to remove the barriers.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education  
Evidence Form

OMB Number: 1894-0001  
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale    ☐ Promising Evidence    ☐ Moderate Evidence    ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .  ( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20</a> p 15)  Recommendation 2: 17 studies found positive effects in letter names and sounds and/or phonology outcomes. ( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28</a> p 23) Recommendation 3: 13 studies had positive effects on word reading and/or encoding outcomes.	( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20</a> p 15)  Recommendation 2: The studies included diverse American students in the relevant grades. Six studies included students at risk of reading difficulties while 11 studies included readers at all levels. ( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28</a> p 23)  Recommendation 3: The studies included diverse student samples from kindergarten through 3rd grade, including students at risk for learning difficulties and those at all reading levels.
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE),	( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11</a> Appendix C)  Recommendations 1, 2 and 3 were found to have strong evidence in building multisyllabic word reading, fluency and comprehensionPR/Award # S371C240025  Page e302	( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11</a> Appendix C)  Evidence had relevant settings, populations, comparisons and outcomes. Samples included students in grades 3-9,

<p>Institute of Education Sciences, U.S. Department of Education.</p> <p>Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>.</p>		<p>examined interventions that were implemented as a supplement to Tier 1 instruction, and measured outcomes in relevant domains. Dosage and duration ranged from 3 weeks to 3 years.</p>
<p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., &amp; Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p> <p>Retrieved from the NCEE website: <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a>.</p>	<p>(<a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20</a> p 8-31)</p> <p>Recommendation 1: Six studies found positive effects across a variety of outcomes from vocabulary, English language, and reading domains.</p> <p>Recommendation 2: Five studies resulted in positive impacts on content-area acquisition measures in science or social studies.</p>	<p>(Appendix D, p 85-91 <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf#page=20</a>) Studies had relevant settings, populations, comparisons and outcomes. Samples included students in relevant grades.</p>
<p>Cole, David. (1992). The effects of a one-year staff development program on the achievement test scores of fourth-grade students. University of Mississippi dissertation.</p>	<p>(<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a> p 6 and 9) Statistically significant positive outcomes (averages for math, and reading) in elementary teachers and their students.</p>	<p>(<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a> p 13) Cole focused on changes in teachers' behaviors applying generically to all subjects. Teachers were trained to model 14 pedagogical behavior competencies.</p>



## Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a> . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240025