

WDE WYBILT

District Grant Application

Comprehensive District Literacy Plan:

Overview of goals and strategies for improving outcomes preschool-12. The plan should include a theory of change along with evidence-based literacy and school improvement strategies. The plan should specifically identify how the LEA will meet the goals of WY BILT (increase the percentages of: educators with the knowledge and skills necessary to implement evidence-based literacy practices; children entering kindergarten ready to read; students reading proficiently by the end of grade 3 and 5; graduates with the literacy skills necessary for college and careers; and families that have access to adult literacy programs). The DLP should include baseline data and targeted improvement levels to support the goals identified by the district as part of the district's plan.

Expanded MTSS Framework

Tier One Intervention is considered the primary level of intervention and takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education classroom, delivered by qualified personnel in large and small group settings and one-to-one conferring. The following matrix provides details on the nature of Tier One Intervention in our school district.

Tier One Intervention					
Grade	Evidenced-Based Core Program	Interventionist	Frequency	Duration	Location
Elementary K - 2					
Elementary 3-5					
Middle 6-8					
High School 9-12					

Tier Two Intervention is typically small group, supplemental instruction. Supplemental instruction is provided **in addition to, and not in place of core literacy instruction** students receive in Tier 1. Instruction provided at this tier is designed to address the needs or weaknesses of the student relative to the reading process. Tier Two literacy intervention is provided by the professional with expertise matched to the needs of the student. Intervention is provided by the General Education Teacher, Reading Teachers, Speech and Language Teachers, and ESL Teachers.

Tier Two Intervention						
Grade	Evidenced-Based Core Program	Interventionist	Frequency	Duration	Location	Group Size
Elementary K - 2						
Elementary 3-5						
Middle 6-8						
High School 9-12						

Tier Three Intervention is designed for those students who have been unresponsive to or have not made adequate progress in Tier Two interventions or who demonstrate such significant needs that intensive intervention is warranted. Tier Three intervention is characterized by increased frequency and/or intensity. The following matrix provides details on the nature of Tier Three intervention in our district.

Tier Three Intervention						
Grade	Evidenced-Based Core Program	Interventionist	Frequency	Duration	Location	Group Size
Elementary K - 2						
Elementary 3-5						
Middle 6-8						
High School 9-12						

Assessment - MTSS Framework

In an RtI framework a variety of assessments are used to support decisions about a student’s at-risk status, nature of instruction needed, and the student’s response to instruction. Assessment types include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at a different point in the RtI process for a different purpose.

Universal Screening

Universal Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age appropriate academic skills (e.g. identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, and/or supplemental instruction. The following table provides descriptive information regarding the universal screening procedures used in our district.

Universal Screening Assessments				
Grades	Assessment(s)	Frequency	Administrator(s)	Nature of Screening (See Glossary Below Chart)
Elementary K - 2				
Elementary 3-5				
Middle 6-8				
High School 9-12				

Glossary - Nature of Screening

- LSF = letter sound fluency
- LNF = letter name fluency
- NWF =nonsense word fluency
- PSF = phoneme segmentation fluency
- RCBM = reading curriculum based measurement
- Maze = multiple choice cloze assessment of comprehension

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress (2) provide information on the effectiveness of the intervention and whether to modify the intervention, and (3) identify the need for further or additional

information. Progress monitoring data is also used to determine a student’s movement through Tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

A primary progress-monitoring tool is used to examine a student’s rate of progress and level of performance over time. Additional instructional assessments are used to give a more complete picture of the student’s progress and to inform instructional decisions about what the student needs next. The following table provides information regarding progress monitoring procedures within Tiers 1, 2, and 3 in our district.

Progress Monitoring Assessments				
Grades	Assessment(s)	Frequency	Administrator(s)	Tiers Assessed
Elementary K - 2				
Elementary 3-5				
Middle 6-8				
High School 9-12				

Determining Student Response to Intervention

Once a student is engaged in a literacy intervention, the MTSS/RTI Team uses data to determine how the student is responding to the intervention. Our district utilizes progress monitoring data and other instructional data sources to examine the student’s level of performance, rate of progress over time and to make informed decisions about what the student needs. The table presented on the next page provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Source(s):			
Secondary Data Source(s):			
Purposes:	<ul style="list-style-type: none"> ▪ Determine student’s response to the intervention ▪ Determine if the student is making progress towards grade level benchmarks ▪ Determine the need for a less or more intensive intervention 		
Who’s Involved:	MTSS/RTI Team: <ul style="list-style-type: none"> ▪ General Education Teacher ▪ The student’s teacher ▪ Special Education Teacher ▪ Reading Teacher ▪ Principal 	Ad Hoc Members: <ul style="list-style-type: none"> ▪ School psychologist ▪ Social Worker ▪ Speech/Language Teacher ▪ Occupational Therapist 	
Frequency of Decisions per Tier:	Tier 1 5 Weeks	Tier 2 10 weeks	Tier 3 10 weeks
Decision Options and Criteria:	Positive response: <ul style="list-style-type: none"> ▪ Continue or end ▪ Monitor progress Inadequate response: <ul style="list-style-type: none"> ▪ Change intervention or ▪ Move to Tier 2 	Positive response: <ul style="list-style-type: none"> ▪ Continue, move to Tier 1 or end ▪ Monitor progress Inadequate response: <ul style="list-style-type: none"> ▪ Change intervention ▪ Consider more diagnostic assessment ▪ Move to Tier 3 	Positive response: <ul style="list-style-type: none"> ▪ Continue, move to Tier 1, 2, or end ▪ Monitor progress Inadequate response: <ul style="list-style-type: none"> ▪ Change intervention Consider comprehensive educational evaluation for special education services

Professional Development

Provide a narrative that briefly describes the identification of professional development, training, and ongoing coaching for staff regarding the evidence-based practices, and the use of resources and materials.

Family Engagement

Provide a narrative that briefly describes how parents are involved in the intervention process including parent notification and participation in the intervention plans developed for their child.

External Partnerships

Provide a narrative that briefly describes the identification of external partners (professional development/ technical assistance) to assist at the district (systemic improvement) and school level (literacy expert).

Proposed Budget Request:

Describe the management and oversight systems that will be used to ensure effective and allowable implementation of the activities and strategies described in the Project Design section. Include a budget narrative, complete the detailed annual budget chart for three years, and a tracking mechanism to identify allocated expenses at the required split of 15% for early childhood, 40% for grades K-5, and 40% for grades 6-12.

Detailed Annual Budget

Provide a detailed plan of items grant funding will be used for. Remember, the detailed budget may only include allowable use of funds as described in the grant Allowable Costs.

Year 1 Detailed Budget (2022-2023sy)		
Early Childhood		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Elementary (Grades K-5)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Secondary (Grades 6-12)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost

Year 2 Detailed Budget (2023-2024sy)		
Early Childhood		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Elementary (Grades K-5)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Secondary (Grades 6-12)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost

Year 3 Detailed Budget (2024-2025sy)		
Early Childhood		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Elementary (Grades K-5)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost
Secondary (Grades 6-12)		
Programming/Initiative Description	# Units <i>(ie. item count, PD days, etc.)</i>	Total Cost

District Literacy Plan Progress Tracking:

Complete the following tables to include three or four performance objectives that support the goals of the DLP that tie to the CLSD grant and explain what the funding will accomplish.

All grant applications must provide a description of how the program will be evaluated for effectiveness. Establish one or two performance measures for each objective that demonstrates whether the recipient is making progress towards each objective. For each performance measure, a target level of performance must be established to compare to actual performance data to demonstrate the recipient’s progress towards meeting or exceeding the target level of performance.

Objectives should lend themselves to either quantitative or qualitative measurement. **At least one objective must be quantitative. At least one objective must align to each early childhood, elementary and secondary.**

NOTE: Grantees will be required to report on the objectives and performance measures in each performance report. There will be a minimum of two performance reports due each year. Additional metrics may be required if awarded a grant.

1. Program Performance Program Performance Objective			
Year 1			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
Year 2			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
Year 3			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement

2. Program Performance Objective			
Year 1			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
Year 2			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
Year 3			
1a. Performance Metric	Baseline	Target Level of Performance	Date For Achievement
1b. Performance Metric	Baseline	Target Level of Performance	Date For Achievement