U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110024
Grants.gov Tracking#: GRANT10864831

Closing Date: MAY 09, 2011

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/07/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Montana Office Of Public Instruction

* b. Employer/Taxpayer Identification Number (EIN/TIN): 81-0302402

* c. Organizational DUNS: 809588700

d. Address:

* Street1: 1227 11th Avenue

Street2:

* City: Helena

County:

* State: MT: Montana

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 59601

e. Organizational Unit:

Department Name: Education Services

Division Name: Ed. Opportunity & Equity (EOE)

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name: Debbie

Middle Name:

* Last Name: Hunsaker

Suffix:

Title: Director, Instructional Innovations Unit

Organizational Affiliation: Montana Office of Public Instruction

* Telephone Number: 406-444-0733

Fax Number: 406-444-1373

* Email: dhunsaker@mt.gov

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

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

The State of Montana will be affected by this project.

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

Montana Striving Readers Project (MSRP) is a Statewide collaborative effort to improve literacy birth through grade 12.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MT-all

* b. Program/Project: MT-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2011

* b. End Date: 09/30/2014

18. Estimated Funding ($):

* a. Federal	23,732,899.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	23,732,899.00

*** 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.)**

☐ Yes ☒ No

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 218, 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: Ms.

* First Name: Julia

Middle Name:

* Last Name: Dilly

Suffix:

* Title: Centralized Services Administrator

* Telephone Number: 406-444-4523

Fax Number:

* Email: jdilly@mt.gov

* Signature of Authorized Representative: Julia Dilly

* Date Signed: 05/07/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Montana Office Of Public Instruc...

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)	Total (f)
1. Personnel	$ 72,701	$ 74,881	$ 77,125	$ 0	$ 0	$ 224,707
2. Fringe Benefits	$ 25,544	$ 26,309	$ 27,098	$ 0	$ 0	$ 78,951
3. Travel	$ 20,000	$ 40,000	$ 40,000	$ 0	$ 0	$ 100,000
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 99,000	$ 67,200	$ 67,200	$ 0	$ 0	$ 233,400
6. Contractual	$ 128,100	$ 112,100	$ 112,100	$ 0	$ 0	$ 352,300
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 7,600,000	$ 7,500,000	$ 7,500,000	$ 0	$ 0	$ 22,600,000
9. Total Direct Costs (lines 1-8)	$ 7,945,345	$ 7,820,490	$ 7,823,523	$ 0	$ 0	$ 23,589,358
10. Indirect Costs*	$ 52,759	$ 45,133	$ 45,649	$ 0	$ 0	$ 143,541
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 7,998,104	$ 7,865,623	$ 7,869,172	$ 0	$ 0	$ 23,732,899

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2013 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Montana Office Of Public Instruc...

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 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)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Julia Dilly	Centralized Services Administrator
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Montana Office Of Public Instruction	05/07/2011

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Montana Office of Public Instruction

** Street 1* PO Box 202501 *Street 2*

** City* Helena *State* MT: Montana *Zip* 59601

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Joyce *Middle Name*

** Last Name* Silverthorne *Suffix*

** Street 1* P.O. Box 202501 *Street 2*

** City* Helena *State* MT: Montana *Zip* 59620

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Joyce *Middle Name*

** Last Name* Silverthorne *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. 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.

*** Signature:** Julia Dilly

***Name:** *Prefix* Ms. ** First Name* Julia *Middle Name*

** Last Name* Dilly *Suffix*

Title: **Telephone No.:** **Date:** 05/07/2011

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, 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, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Section427GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

Section 427: General Education Provisions Act (GEPA)

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the OPI ensures equal access and participation in the MSRP to all persons regardless of their gender, race, national origin, color, disability, or age. The Office of Public Instruction has identifies and implements strategies to ensure that all of its population has equitable access to, and participation in, its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The largest minority population in Montana is the Native American population.

Applicable elements:

Documents are translated, using translators and interpreters; and other formats (e.g., large print, Braille, text to speech software) at the state or local level, as needed.

Meet individual child needs that result from a disability to enable the child to be involved in and make progress in the general education curriculum

Standard testing accommodations will be made for identified students with disabilities.

The OPI Implementation Team will ensure schools are using and have access to curriculum resources that are accessible and nonbiased to students, teachers, and other program beneficiaries with special needs.

Community and family involvement will reflect equitable access to all populations of the state ofMontana and will not be limited by gender, race, national origin, color, disability, or age.

All professional development will be located in accessible facilities and necessary adaptive accommodations will be made to make the content of workshop accessible to all participants (e.g., large print, Braille, speech to text software, adaptive technology).

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 $10,00 0 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 subjec t 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:	Ms.
* First Name:	Julia
Middle Name:	
* Last Name:	Dilly
Suffix:	
* Title:	Centralized Services Administrator
* SIGNATURE:	Julia Dilly
* DATE:	05/07/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Debbie		Hunsaker	

Address:

* Street1: 1227 11th Avenute

Street2:

* City: Helena

County:

* State: MT: Montana

* Zip Code: 59601

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

406-444-0733 406-444-1373

Email Address:

dhunsaker@mt.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Project Narrative

Abstract Narrative

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PROJECT ABSTRACT

This application meets the Secretary's absolute and competitive priorities for *improving learning outcomes, enabling more data-based decision making, and the effective use of technology*. All activities in this application are informed by careful analysis of data and supported through connected professional development. Through the MT Literacy Plan (MLP), the Montana Striving Reader's Project (MSRP) is committed to dramatically improving literacy achievement for all students, especially disadvantaged students, and to providing support systems for all subgrantee LEAs (district-operated K-12 schools and special education preschools) and Head Start programs. Through a collaborative process, six teams (see Table 1) will ensure that comprehensive, effective literacy instruction, based on evidence and ongoing data analysis, will be effectively implemented. The Implementation Teams will coordinate implementation of project goals (see Tables 2 and 8) in the LEAs and Head Start programs. The Statewide Teams will continually evaluate the effectiveness of the implementation and continually provide the support and resources necessary for increased outcomes, and sharing of resources with all LEAs and Head Start programs throughout Montana. The MT OPI Implementation Team will oversee all six teams and the entire MSRP.

Table 1: MSRP Teams	**Role** (see Table 12 for First-Year Management Timeline)
MT Office of Public Instruction (OPI) Implementation Team (see Table 13)	To implement the MT Literacy Plan activities and coordinate all implementation and statewide teams (see Table 12 for activities, indictors, and responsibilities).
Instructional Consultant Implementation Team	To provide on-site support for subgrantees in implementing MT Literacy Plan activities.
On-site Leadership Implementation Team	To identify needs through Self-Assessments, keep community partners informed, acquire necessary resources, rework existing structures, create necessary time for instruction through schedule changes and various meetings, and monitor complete MSRP subgrant implementation.
MT OPI Statewide Divisions Team (see Appendix 6) • Title I • Special Education • Accreditation • Indian Education for All • Career and Technical Education • Measurement and Accountability • Centralized Services	To ensure statewide support and alignment of a coherent approach to funding and implementing effective literacy instruction for disadvantaged students. To ensure effective use of technology as a critical tool for improving learning outcomes and to increase teacher effectiveness. The word ***technology*** is indicated in boldface type throughout the grant to demonstrate MSRP's commitment to meeting the Competitive Preference Priority.
Montana Statewide Literacy Team (see Appendix 6)	To develop, update, implement, and continuously improve the MT Literacy Plan to address the needs of children birth

	through age 5 and students grades K-12.
MT <u>Statewide</u> Community Partners Team • (see Appendix 6 for full descriptions of partners)	To meet quarterly with partners to share program data, and to collaborate to implement evidence-based language and literacy instruction for LEAs and early learning programs.

The MSRP will achieve the following goals through systemic processes that 1) begin with a **self assessment** grounded in effective practices aligned with the MT Literacy Plan; 2) follow with an **action plan** to ensure successful implementation of the phases of implementation (exploring, implementing and sustaining); and 3) are driven by a **continuous improvement cycle**. The implementation of these three processes will result in an increase in school readiness and success from birth through grade 12 for all subgrantees.

	Table 2. Goals of Montana Striving Readers Project (MSRP)
Goal	**Description of Goal**
1.	To further develop and implement a MT Literacy Plan that makes provisions for literacy at all age/grade levels, including challenging transitions from preschool to elementary, elementary to middle school, and middle school to high school are aligned to MT Standards for English Language Arts and MT Early Learning Guidelines, involves collaborating with other agencies, and addresses literacy across the content areas.
2.	To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education preschools) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.
3.	To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets: • Increase the percentage of participating four-year olds who achieve significant gains in oral language skills as identified by the ISIP early reading assessments • Increase the percentage of participating fifth-grade, eighth-grade, and high-school students who meet or exceed proficiency on the MT State English language arts assessment, the MontCAS • Increase the percentage of all subgroups including American Indian, disadvantaged, and limited-English proficient students, as well as students with disabilities.
4.	To fully implement a data-based decision making process to collect, analyze, and use high- quality data in a timely manner to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at the LEAs and Head Starts.
5.	To decrease the percentage of participating high school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.

The MSRP is anticipating awarding between 25 and 35 subgrant sites (see Table 16 for range of LEAs and Head Start programs) located throughout the State benefiting over 8,000 children and youth and 500 teachers. The eligible subgrantees are located throughout MT from Lame Deer to Libby. From previous subgrant experiences (Reading First and RTI Project), we anticipate LEAs and Head Start programs scattered throughout the state with numerous on or near the seven Indian Reservations.

Project Narrative

Project Narrative

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Attachment 2:
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PART 4: PROJECT NARRATIVE

SECTION A: QUALITY OF STATE-LEVEL ACTIVITIES

A. Quality of State-level Activities (i)

In December 2010, the Montana Office of Public Instruction (MT OPI) received a Striving Readers Comprehensive Literacy grant to support the work of a MT Statewide Literacy Team to develop and implement a comprehensive literacy plan, the MT Literacy Plan (MLP), to address the needs of students from birth through grade 12. The MT Statewide Literacy Team was selected through an application process and includes 15 members from across the state with broad expertise in literacy implementation and leadership for students from birth through grade 12. The MT Statewide Literacy Team has held numerous meetings, worked together through ongoing conference calls, and has continually communicated through e-mail and a Wiki. In addition, the team has consulted with national literacy experts and accessed reports including the Institute of Educational Science (IES) Practice Guides and reports as well as evidence-based research and planning tools (see Appendices 1A, 1B), to develop an initial draft of the MLP. Because this team has overseen the development and implementation of the MLP, they will continue to oversee the development and implementation of the Montana Striving Readers Project (MSRP) as well as revisions to the MLP. See Appendix 6 for MT Statewide Literacy Team members and experience and expertise. The MLP components are clearly aligned with the grant requirements and priorities on pages 9 to 11 of the grant application and are deeply rooted in current federal and state programs and funding within the MT OPI. The MSRP is committed to implementing the MLP to dramatically improve literacy achievement for all subgrantees and to provide effective literacy instruction and support systems for all Montana LEAs (district-operated K-12 schools and special education preschools) and Head Start programs. Table 3, below, identifies the components of the MLP and the MT OPI's commitment to supporting the MSRP activities. See Table 12 (page 41) for management timeline with activities, indicators, and responsibilities for the listed activities.

Table 3: Montana Literacy Plan		
Components	**MT OPI Statewide Divisions Team Support:** Division and Contact Person (See Appendix 6 for additional details)	**Activities** To ensure a coherent statewide approach to funding and effectively implementing literacy instruction for disadvantaged students.
1. Leadership	MT OPI Statewide Divisions Team	The MT OPI Implementation Team and the MT OPI Statewide Divisions Team will meet quarterly to share the project data and progress of meeting goals. Analysis of data will determine further supports needed from each division. This collaborative effort will greatly enhance buy-in and a statewide approach to effectively implementing the MLP.
2. Standards	MT OPI Statewide Divisions Team Accreditation Division Linda Peterson, Division Administrator	In addition, the MT OPI Implementation Team will meet quarterly with the accreditation division at the MT OPI to ensure that all MSRP funded schools have aligned materials and curricula to the MT Standards for English Language Arts and have incorporated their Action Plan (see Appendix 3) into the State OPI Mandated Comprehensive School Improvement Plan (CSIP).
3. Instruction and Intervention	MT OPI Statewide Divisions Team	In addition, the MT OPI Implementation Team will meet quarterly with the MT OPI Statewide Divisions Team to ensure a coherent approach to funding and implementing effective literacy instruction for all students, especially disadvantaged students.
4. Assessment and Data-based Decision Making	MT OPI Statewide Divisions Team Measurement and Accountability Division	In addition, the MT OPI Implementation Team and the specialist from the Division of Measurement and Accountability will meet the first Monday of every month to discuss the support needed for all funded schools and programs to effectively use the required MT OPI data systems.
5. Professional Development	MT OPI Statewide Divisions Team MT Statewide Literacy Team MT Statewide Community Partners Team	In addition, the MT OPI Implementation Team will meet quarterly with the MT OPI Statewide Divisions Team, MT Statewide Community Partners Team, and the MT Statewide Literacy Team to ensure a collaborative and coherent approach to professional development for educators who teach children from birth through grade 12.
6. System-Wide Commitment	MT OPI Statewide Divisions Team MT Statewide Literacy Team MT Statewide Community Partners Team	The MT OPI Implementation Team and the MT OPI Statewide Team will meet quarterly to share the project data and progress of meeting goals. Analysis of data will determine further supports needed from each division. This collaborative effort will enhance buy-in, and create a statewide approach to effectively implement the MLP.
7. Community and Family Involvement	Head Start (F), ECPPD (S), MPIRC (F) (S), PLUK (S), MEA/MFT (S), SAM (S), (see Appendix 6 for explanation of teams)	In addition, the MT OPI Implementation Team will meet quarterly to share program data. The state team and partners will establish more opportunities for early educators to learn, practice, and implement evidence-based instruction.

To ensure that the MSRP Goals (see Table 2, in Abstract) are achieved, the MSRP will

implement four systemic processes. These processes are designed to mirror the student assessments (outcomes, screening, benchmark, and progress monitoring) that each LEA (district-operated K-12 schools and special education preschools) and Head Start program will administer. In addition, these four systemic processes will be resources that the MT OPI Statewide Divisions Team will use with the LEAs and Head Start programs that are not subgrantees.

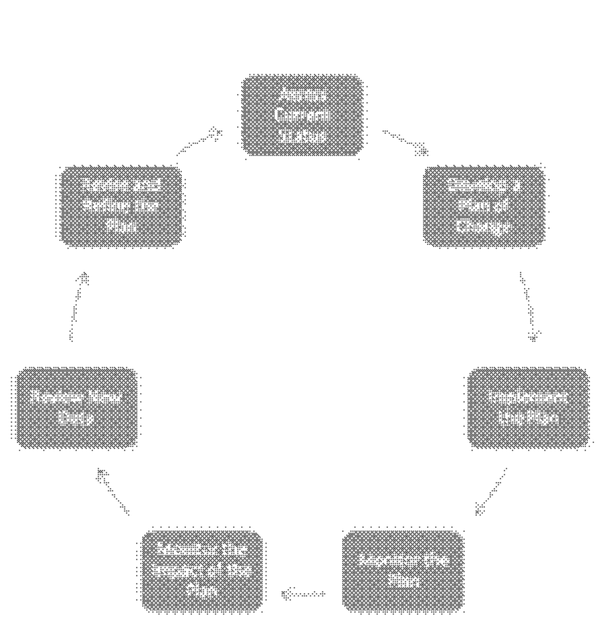
Systemic Processes

1. <u>Continuous Improvement Components (CICs) Process of Evaluation:</u> There are seven implementation **outcomes**, or CICs, that each LEA and Head Start program will ultimately achieve and sustain through the MSRP. The CICs are based upon the seven components of the MLP (see Table 3, p. 2). The CICs reflect best practices that are grounded in evidence (see Appendix 1) and the MT OPI's experience in implementing the Reading Excellence Act (REA), Reading First (RF), Early Reading First (ERF), MT Response to Intervention (RTI) Project, and School Improvement. The three Implementation Teams are 1) the MT OPI Implementation Team, 2) the Instructional Consultant Implementation Team, and 3) the On-site Leadership Implementation Team. They will use these CICs to move LEAs and Head Start programs through the exploring and implementing phases and ultimately reach the sustaining phase where the CICs are achieved (See Appendix 5 for the CIC charts).

2. <u>Self-Assessment Process:</u> The leadership team of each LEA and Head Start program will complete a Self-Assessment (see Appendix 2) that will identify where they fit into the three phases of RTI Implementation (exploring, implementing, sustaining). (See p. 25 for Phases of Implementation.) This self-assessment **screening** will allow schools to more effectively write their plans and help the Implementation Teams to determine the exact support each LEA and Head Start program will need. The Self-Assessment will be administered during three **benchmark** periods (fall, winter, spring) to determine how much progress each LEA and Head Start program is making in reaching the sustaining phase. Self-Assessments serve to identify what a model implementation looks like, and what needs should be put into action. This systemic process will be valuable for all LEAs and Head Start programs regardless of whether they become subgrantees, because the Self-Assessment will provide a clear description of

differences between existing practices and evidence-based exemplars, and identify strengths and weaknesses of each program. The On-Site Leadership Implementation Team will: **1)** Complete a Self-Assessment, **2)** Determine next steps and requirements to implement an effective literacy plan that meets the state-level activities and the subgrant application, **3)** Share the results with the entire staff and obtain a minimum of 80 percent buy-in to demonstrate capacity for implementation, and **4)** Use the Self-Assessment as a framework for the subgrant application.

3. <u>Action Plan Development Process:</u> Each LEA and Head Start Program will complete an Action Plan (see Appendix 3) based on the needs identified within the Self-Assessments. The Action Plan will help the Implementation Teams **progress monitor** each LEA and Head Start program to ensure increases in student literacy proficiency are being made and movement is occurring from one phase of the implementation to another. The Action Plan serves as a guide to purposeful and effective implementation of those needs. The On-site Leadership Implementation Team will identify three to five clear action steps from the Self-Assessments. The action steps will define what is to be done, who will do it, and when it will be completed. This electronic document will serve as the guide as well as a record of what has been planned and what has been accomplished toward each component of the MLP (see Table 3, p. 2). Each LEA and Head Start program will continually reassess their next steps as part of the continuous school improvement cycle. The Action Plan will continually be addressed by re-examining needs and accomplishments. Next steps will then be created with accountability (what, who, when). The MT OPI Implementation Team will evaluate Action Plans to assure that each program is making progress toward meeting goals, and to provide support in the continuous school improvement cycle. Action Plans serve as progress monitoring for the LEA or Head Start program, as well as the MT OPI Implementation Team.



4. <u>Continuous School Improvement Plan Monitoring Process:</u> (see Appendix 7 for complete plan) The MT OPI Implementation Team will support schools through the Continuous School Improvement Plan

(CSIP). This problem-solving model is organized into seven problem-solving steps: **1)** Assess Current Status, **2)** Develop a Plan of Change, **3)** Implement the Plan, **4)** Monitor the Implementation Plan, **5)** Monitor the Impact of the Plan, **6)** Review New Data, and **7)** Revise and Refine the Plan. These steps are cyclical and ongoing. Schools will identify needs through Teacher Surveys (see External Evaluation (p. 29) and Self-Assessments and collaborate with the MT OPI Implementation Team to develop next steps within their Action Plans. The four systemic processes will ensure all Implementation Teams and Statewide Teams (see Table 1, in Abstract) are working together to explore and implement the CICs to ensure a sustainable MLP for all LEAs and Head Start programs. **The Self-Assessments (see Appendix 2) and Action Plans (see Appendix 3) will ensure that the following seven CICs are effectively implemented throughout all phases of program implementation.**

Montana Literacy Component 1: Leadership

A significant amount of current educational research (see Appendix 1A) is centered on interpreting best practices in high-performing school districts. Best practices are defined as a coherent system of practices that can be easily observed, described, and replicated, and are tied to characteristics of effective, high-performing schools. Principals whose schools outperform other schools visit classrooms regularly, remind teachers 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. Effective implementation of the CICs for leadership (see Appendix 5) will take place according to the following steps: **1)** The principal will attend Statewide Workshops with the Implementation Teams, **2)** The principal will use the iWalkthrough tool (see Appendix 1C) during regular walkthrough observations, and **3)** The principal will be present during agenda times set by the MT OPI Implementation Team and Instructional Consultant Implementation Team during on-site support visits. Research has shown that regular classroom observations by principals combined with meaningful dialogue, data analysis, and high-quality professional development can have a positive impact on instructional quality. Engineered to help schools make more informed decisions about teaching and learning, iWalkthrough provides both real-time and long-term feedback that can track instructional

improvements over time at the LEA and Head Start programs and for the entire MSRP project (see Appendix 1C)

Montana Literacy Component 2: Standards

According to the Administrative Rules of Montana, 10.55.603, Curriculum and Assessment: "Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards." The Montana Board of Public Education will begin the adoption process of the Common Core State Standards for English Language Arts in May 2011; the process will be complete in November 2011. Montana's schools will begin the transition to these new standards in the 2011-2012 school year. Within this grant application, the Common Core State Standards for English Language Arts will be referred to as the MT Standards for English Language Arts. The transition to new MT Standards for English Language Arts will require districts to revise their curriculum. The curriculum realignment process that LEAs (district-operated K-12 schools and special education preschools) and Head Start programs will be required to go through will be supported by the Implementation Teams (see Table 1, in Abstract). The subgrant application will require LEAs and Head Start programs to identify where they are with their literacy curriculum development. The following outlines a process that LEAs and Head Start programs will follow with support from the Implementation Teams.

1. LEAs and Head Start programs establish curriculum committee(s)/alignment teams (subject area/grade level) Teachers will review standards and curriculum documents prior to meeting.
2. LEAs and Head Start programs use a template that contains MT Standards for English Language Arts, MT Early Learning Guidelines, and Developing Early Literacy: Report of the National Early Literacy Panel, to realign curriculum (see Appendices 8 and 9).
3. Committees review current LEA curriculum for alignment with the new standards. Gaps in LEA's and Head Start program's curriculum documents are identified and addressed by committee members.

4. Committees review LEA's and Head Start program's instructional materials, highlighting sections that reflect the new MT Standards for English Language Arts and MT Early Learning Guidelines and curriculum. Gaps in instructional materials are identified and addressed by Implementation Teams.
5. Committees discuss curriculum across grade levels to identify any overlap.
6. In regularly scheduled meetings, committees review the curriculum to determine needed changes. They provide ideas for improving the curriculum so that it better addresses the standards. In addition, they review supplementary materials and assessments.

Training will be provided on the curriculum revision process. LEAs and Head Start programs will be given support by the Implementation Teams throughout the realignment. Additional support, beyond the six-step process listed above, will be based on the level of need as identified in the Self-Assessment and outlined in the Action Plan towards the goal of having a sustained curriculum and material review process. Implementation Teams will: **1)** Provide trainings in the fall on the new MT Standards for English Language Arts, MT Early Learning Guidelines, and instruction in early literacy skills identified by the National Early Literacy Panel (see Appendix 1A), **2)** Provide trainings on aligning MT Standards for English Language Arts or MT Early Learning Guidelines and the National Early Literacy Panel Report (see Appendices 8 and 9), and **3)** Support LEAs and Head Start programs in using their alignment evaluation to demonstrate level of realignment with MT Standards for English Language Arts or Early Learning Guidelines for the subgrant application process.

Montana Literacy Component 3: Instruction and Intervention

The Montana Striving Readers Project (MSRP) is grounded in effective literacy instruction (see Appendix 1A) and based upon the Common Core State Standards for English Language Arts (i.e., new MT Standards for English Language Arts). The standards define what all students are expected to know and be able to do, and were developed to help ensure that all students are college and career ready in literacy no later than the end of high school. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Effective literacy instruction is "developmentally appropriate, explicit, evidence-

based, and systematic." Evidenced-based instruction is instruction that is consistent with the principles of scientific research as defined in section 200(18) of the Higher Education Act of 1965.

Effective Literacy Instruction: Birth through Age 5

The Report of the National Early Literacy Panel (2008) concluded that foundational reading and writing skills developed in the years from birth through age 5 have a clear and consistently strong relationship with later conventional literacy skills. Six variables representing early literacy skills had medium to large predictive relationships with later measures of literacy development: alphabet knowledge, phonological awareness, rapid automatic naming (RAN), writing or writing name, and phonological memory. Five more early literacy skills were moderately correlated with at least one measure of later literacy achievement: concepts about print, print knowledge, reading readiness, oral language, and visual processing. Based on the National Early Literacy Panel Report (2008), the MT Early Learning Guidelines, and the Montana Early Reading First project, MSRP early language and literacy instruction will consist of evidence-based oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills (see Appendices 1A and 19). This developmentally appropriate, explicit, intentional, and systematic instruction will take place in playful language- and literacy-rich environments.

Effective Literacy Instruction: K-5

Charged with conducting a rigorous and comprehensive review of reading research, the National Reading Panel (2000) produced a report focused on five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension of literature and informational text. In addition to these components, MSRP includes effective literacy instruction in alphabet knowledge, print awareness, development of oral language skills, grammar, academic language, irregular word recognition, multisyllabic word recognition, spelling, and writing. Refer to Appendix 1A for a complete list of evidence-based research that provides a solid foundation for this application.

Effective Adolescent Literacy Instruction: Grades 6-12

Respected educational researchers met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education to identify a set of recommendations for meeting the needs of adolescent learners in middle and high school, *Reading Next.* Based on the findings from *Reading Next,* the MT RTI Project, and led by the Special Education Division, the Division of Educational Opportunity and Equity, and the Accreditation Division work in School Improvement, MSRP adolescent literacy instruction will consist of the following key elements of effective adolescent literacy programs: direct, explicit comprehension instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; a technology component; ongoing formative and summative assessment of students; extended time for literacy; professional development; teacher teams; leadership; and a comprehensive and coordinated literacy program. In addition, *Academic Literacy Instruction for Adolescents* (Torgesen et al. 2007) recommends six essential areas of growth in knowledge, reading, and thinking skills for students in grades 6 through 12: reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement. Refer to Appendix 1A for a complete list of evidence-based research about adolescent literacy instruction.

RTI: Multi-tiered System of Support

LEAs and Head Start programs within the MSRP will implement a multi-tiered system of support to meet the needs of all learners with an emphasis on students in disadvantaged subgroups. Early intervention processes will be put into place that stress high-quality, engaging instruction for children. RTI has been instrumental in preventing both reading failure and over-identification for special education in the elementary, middle, and high school settings (see Appendix 1A). NAEYC and the National Center for Learning Disabilities also endorse RTI for preschoolers. Key principles of RTI include: 1) recognizing children's and students' strengths and needs through systematic screening and progress monitoring; 2) using multiple tiers of evidence-based instruction and interventions; and 3) collaborative problem-solving

among educators in partnership with parents to assist in decisions making (see Appendix 1B). For those children and students who already have an Individualized Education Plan (IEP), the Implementation Teams will assist teachers with differentiating instruction in the general education classrooms to meet the IEP goals and to develop effective communication with service providers to extend additional instructional opportunities for children and students in the general education classroom. This multi-tiered framework is designed to provide evidence-based instruction and targeted interventions that lead to student success in reading.

Multi-tiered systems of support are not new to Montana. Montana has participated in other federal grants that have been instrumental in creating an excellent foundation of statewide, multi-tiered systems through the Reading Excellence Act (REA), Reading First (RF), Early Reading First (ERF), MT Response to Intervention (RTI) Project, Montana Behavior Initiative (MBI), and school improvement processes. Many schools within the state have participated in one or more of these initiatives, and the SEA staff that composes the MT OPI Implementation Team has extensive experience within these initiatives. Montana stakeholders have adopted the triangle graphic to represent the ideal multi-tiered system of support. When high-quality instruction, universal behavior systems, and coaching and professional development for educators are in place within schools 80-90 percent of students' needs should be met (see Appendix 1A). Understanding that this is the ideal and not always the reality we have designed a system for schools to phase into the multi-tiered system (see RTI Project website at http://www.opi.mt.gov/Resources/RTI/Index.html)

Technology Priority: The MT RTI project currently utilizes an online RTI Implementation Survey (see Appendix 10) that the On-site Leadership Teams take to identify whether they are at the exploring, implementing, or sustaining phase of RTI implementation. This online data is in addition to the Self-Assessment. It will further assist the Implementation Teams in clearly identifying the needs of LEAs and Head Start programs and identifying next steps for implementation. The MSRP recognizes that implementing multi-tiered systems is an ongoing process that can always be improved and built upon, based on research and data, new staffing within schools (especially leadership), and ongoing refining of

the system.

Technology Priority: Montana recently received a technology implementation grant from Doing What Works and has developed three online professional development modules: 1) RTI Early Childhood, 2) RTI Elementary, and 3) RTI Secondary. The modules are based on the most current, evidence-based research from professionals in the field of education. They contain resources created through the REA, RF, ERF, MT RTI Project, MBI, and school improvement processes including a self-assessment, action plans, MT Standards for English Language Arts, and other resources included in this grant. The systemic approach and on-line access to these modules (see Table 5, p. 16) will directly increase teacher effectiveness and thus student achievement.

The MSRP will use a multi-tiered approach for meeting the needs of the schools as well as the students within the LEAs and Head Start programs. (Refer to p. 25 about the phases of implementation and how the OPI intends to support schools in their journey toward sustainable implementation.) The multi-tiered instruction and intervention plan (see Appendix 5) outlines the instruction that would take place in schools who are in the sustaining phase of implementation. Schools who are in the exploring or implementation phases will be working toward these ideals. For additional information on multi-tiered systems of support see http://www.opi.mt.gov/Resources/RTI/Index.html. Effective implementation of the CICs for Instruction and Intervention (see Appendix 5) includes the following: **1)** LEAs and Head Start programs will provide evidence-based instructional programs (see Appendix 1A) for teaching literacy, and educators will receive ample professional development to use these programs effectively, **2)** On-Site Leadership Implementation Team will help educators understand the importance of scheduling adequate time for teaching literacy and will require them to spend a specific amount of time each day, **3)** Educators will provide differentiated instruction to large and small groups targeting specific skills as necessary so that all students learn the skills outlined in the standards, and **4)** Instructional interventions will be provided in addition to core instruction for all students whose data indicates that they are strategic and intensive (see External Evaluation, pp. 27-31).

Technology Priority: The MSRP clearly meets the competitive priority for the effective use of

technology. The word *technology* is emphasized throughout this application to demonstrate how the MSRP is 1) proposing to use technology to support principles of universal design, and 2) providing evidence-based rationale for increasing student engagement and achievement and also increasing teacher effectiveness. Research indicates that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelley, 2002). Applied effectively, the use of technology not only increases student learning, understanding, and achievement, but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills (Schacter & Fagnano, 1999). Individuals bring a variety of skills, needs, and interests to learning. The Universal Design for Learning (UDL) is a set of principles for curriculum development that gives all individuals equal opportunites to learn. By considering the what, how, and why of learning, teachers present information and content in different ways, differentiate the ways that students can express what they know, and stimulate interest and motivation for learning. Through the use of technology tools and the principles of of UDL, teachers will be able to plan for learning opportunities that meet the needs of all students. In order to put research into practice, the MSRP will support LEAs and Head Start programs in effectively implementing technology: **1)** The MSRP link to the OPI Website will have a list of technology resources for specifically meeting the competitive priority. LEAs and Head Start programs will have access to these evidence-based resources before, during, and after the subgrant application. Please click on the link to view resources http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf **2)** Universal design technology resources such as CAST UDL Curriculum resources, UDL Book Builder, UDL Editions, and CAST Strategy Tutor, for all Tiers, but especially Tier 2 and 3 for meeting the needs of disadvantaged students, and **3)** Teacher resources such as document cameras for building background knowledge and mobile iPad labs for making learning relevant for students through real life connections to content, and **4)** Text-assisted computer reading applications such as vBookz (see Appendix 1C), and Dragon Dictation (see Appendix 1C) for easy-to-use voice recognition.

Montana Literacy Component 4: Assessment and Data-based Decision Making

Assessment is the process of collecting, reviewing, and using information to form instructional decisions (see Appendix 1B). The Implementation Teams will support teachers in systematically and routinely using data to guide instructional decisions and meet students' learning needs. No single assessment provides enough information for teachers to make informed instructional decisions, therefore multiple assessment measures will be used to monitor and modify instruction in order to meet student needs. The team will use four assessment types: screening, progress monitoring, diagnostic, and outcome (see Table 4, p. 14). Data generated by assessments can only be as reliable as the extent to which the assessments are implemented in a consistent and standardized way. The CICs for assessment and data-based decision making (see Appendix 5) will be implemented deliberately and purposefully to impact student learning according to the following plan: **1)** LEAs and Head Start programs will be required by the MSRP to adopt assessments identified in Table 4 to ensure the evaluation and effectiveness of the goals (see Tables 2, 12, and 15; on Abstract, p. 41, and p. 49, respectively). ISIP: istation's indicators of progress (Appendix 1C) , an Internet delivered computer adaptive testing system, (see Tables 4 and 12; p. 14 and p. 41, respectively) will also be required, unless they are already using DIBELS or AIMSweb. ISIP, DIBELS and AIMSweb. These assessments all grow out of the Curriculum-Based Measurement (CBM) model of continuous progress monitoring. CBM is an assessment methodology for obtaining measures of student achievement over time by repeatedly sampling proficiency on the school's curriculum at a student's instructional level (see Appendix 1A & 1B). All data will be converted into an Excel spreadsheet and sent to the external evaluator (see pp. 27-31).

MT OPI Implementation Team and Instructional Consultant Team will include state-level training for the On-site Leadership Implementation Teams using the online PD Module *Using Student Achievement Data to Support Instructional Decision Making* (see Table 5, p. 16) to ensure effective administration, analysis, and action of the required assessments. (**Technology Priority**) **1)** Implementation Teams will design clear actionable items (what, who, when) based on the needs identified within the Self-Assessments to determine the content of the online PD module, and **2)** the Implementation Teams will decide how that content will be presented (e.g., staff meeting, team meeting, before/after

school) with staff from the LEAs or Head Start programs. Implementation Teams will provide retraining support through coaching (see Table 6, p. 17) and periodic "booster sessions" to prevent "drift" and to effectively administer, analyze, and implement effective data-based decision making. For additional information on validity, reliability, and specific measure to address the components of reading and writing, see Table 10 in the external evaluation plan.

Table 4 : MSRP Required Assessments

Type	Description	MSRP Subgrantee Required Assessments
Screening	What: Quick efficient measures known to be strong indicators that predict student performance in a specific subject. Assessments are given at grade-level skill. Who: All Pre K-12 students When: Beginning, middle, and end of year or upon arrival	ISIP (PreK-10) DIBELS Next (K-6) AIMSweb (K-6) My Access! Writing (8 and 11) MontCAS State Test Scores from previous school year (3-10)
Progress Monitoring	What: Frequent measurement to determine if students are making adequate academic progress. Who: All Pre K-12 students When: Should be administered as part of the instructional routine: Tier 1 every 6 weeks, Tier 2 every 4 weeks, Tier 3 every 2 weeks.	ISIP (PreK-10) DIBELS Next (K-6) AIMSweb (K-8) Program assessments Intervention program assessments
Diagnostic	What: Individually administered assessments to provide in-depth information regarding a student's skills and instructional needs. Who: K-12 students who are not responding efficiently to instruction. When: As needed through data analysis	Program diagnostic assessments Intervention program diagnostic assessments
Outcome	What: Assessments which provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. Who: K-1 When: End of school year	MontCAS State Assessment (3-10) ACT Reading and English- (12) ISIP (Prek-10) DIBELS (K-6) AIMSWeb (K-6) My Access! Writing (8 and 11)

Montana Literacy Component 5: Professional Development

According to *Voice of Evidence in Reading Research* (McCardle and Chhabra, 2004), "In the context of a longitudinal, 4-year study of reading instruction in low-performing schools, we found relationships among teacher knowledge, teacher effectiveness, and student achievement variables. Data, obtained under difficult public school conditions, supported the common-sense assertion that teachers' knowledge and their ability to apply it affects student learning. Teachers reported in tape-recorded

interviews that professional development; the presence of classroom coaches and observers; and the adoption of core, comprehensive programs were keys to their success. Courses and workshops, followed by classroom coaching promoted understanding of research findings about reading acquisition, the structure of the English language, and instructional methods supported by research. Our approach to professional development emphasized both content depth and teachers' active engagement in learning. Teachers' tolerance for lecture presentations was limited. Classes were successful when teachers prepared demonstrations for one another, read aloud with one another, worked as groups to answer questions, toured each other's classrooms, viewed videotapes of peers at work, or put themselves in the shoes of the children." This research (see Appendices 1A, 1B, and 1C) directly aligns with the MSRP professional development CICs and the PD plan. Online PD Modules, which are further defined on pp.16 will ensure that professional development has a direct impact on increasing teacher effectiveness and ultimately student readiness and success through grade 12.

The professional development CICs will be implemented very purposefully and with intention towards increasing instructional effectiveness and student learning. The implementation of professional development will include the following: **1)** MT OPI Implementation Team and the Instructional Consultant Implementation Team will present state-level training for the On-Site Leadership Implementation Teams using systematic and explicit professional development modules (PD Modules). The content for these workshop-type settings have been chosen very carefully and will include all members of the Implementation Teams, **2)** Implementation Teams will use the Self-Assessments to determine the exact content of the PD Modules to present to staff at each of the LEAs and Head Start programs, **3)** Implementation Teams will use the Action Plan to decide in what format (e.g. staff meeting, team meeting, before school, after school) the content will be presented to staff and to which staff, and **4)** Implementation Teams will work on-site with staff, through coaching (see Table 6, p. 17), to effectively implement the practices into instruction.

Technology Priority: Through the REA grant, RF, and ERF, the OPI has been developing online professional development and resources for over 10 years, to support LEAs and Head Start programs in

providing high-quality professional development on-site. The OPI was recently awarded an Implementation Grant from WestEd and Doing What Works (DWW) to integrate online, evidence-based resources into our professional learning and school improvement support processes. These resources are based on the Institute of Educational Sciences (IES) practice guides from the What Works Clearinghouse and effective teaching practices. The MT OPI Implementation Team has taken these innovative tools and infused MT resources with those from the DWW website to create PD Modules. Each PD Module contains PowerPoint presentations, explicit presenter notes which include content information and active engagement strategies for both educators and students, participant notes, related media (audio clips, video clips, and slideshows), and handouts and resources for educators. Online PD addresses many issues including long distances of traveling (12 hours from Westby to Helena), extreme weather (icy roads and 40 degrees below in winter), lack of funds, and most importantly the need to present content to all staff to ensure a consistency among effective practices implemented schoolwide. Table 5 (below) identifies the PD Modules for Years 1 and 2 of the MSRP. Please view completed modules on the OPI website http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf.

Table 5: Professional Development Modules for Years 1 and 2 (see Table 19 for activities, indicators, and responsibilities)		
Year 1		
Modules	Birth through Age 5, Elementary Schools, Middle Schools, High Schools	Presenters at Statewide Workshops: MT OPI Implementation Team, Instructional Consultant Implementation Team, (see Table 13 & 14 for expertise)
RTI Early Childhood	Birth through Age 5	Tara Ferriter-Smith M.Ed. Dian Prestwich PhD. Ed.
RTI Elementary School	Elementary Schools	Gwen Poole Terri Barclay M.Ed.
RTI Secondary	Middle Schools and High Schools	Frank Smith M.Ed Debbie Hunsaker M.Ed.
Using Data to Make Instructional Decisions	Birth through Age 5 Elementary Schools Middle Schools High Schools	Jill Jackson M.Ed. Debbie Hunsaker M.Ed.
Year 2		
Preschool Literacy	Birth through Age 5	Tara Ferriter-Smith M.Ed. Dian Prestwich PhD. Ed.
Elementary Literacy	Elementary Schools	Gwen Poole Terri Barclay M.Ed.

Adolescent Literacy	Middle and High Schools	Debbie Hunsaker M.Ed. Kim Marcum M.Ed.
Content Enhancement Routines	Middle Schools High Schools	Keith Lenz Ph.D Debbie Hunsaker M.Ed.

The follow-up and support from the Implementation Teams will come through coaching, which will ensure that the content of the PD Modules impacts daily instruction and student achievement. Support is necessary to transfer talk into action; on-going coaching support is described below in Table 6.

Table 6: Coaching Support (as determined by Self-Assessment and Action Plan)

Activity	Intensity	Description
Present Module Content	Day-long workshops will be held (see Table 11)	On-site workshops led by the Implementation Teams will feature demonstrations, discussions, and guided practice using the PD Modules (see Table 11). In-depth, on-going training will be provided to support the implementation and to analyze the organization and use of the Modules. Teachers will share videotapes of their own practices.
Group Coaching	Based on student and teacher needs	Implementation Teams will review specific aspects of the PD modules with teacher groups, as identified within the action plan. Educators may review content, including video clips to build background knowledge or practice strategies taught in the PD module. The PD modules can be reviewed at any time within the continuous improvement cycle.
In-class Coaching	Based on student and teacher data (iWalkthrough) and teacher needs.	Implementation Teams will help teachers translate the information presented at on-site workshops into change in classroom practice through planning, modeling, side-by-side co-teaching, observation, and feedback. Through ongoing consultation, teachers will compile a portfolio of videos, observation forms, and reflective notes documenting progress. The sharing of those videos and reflections will begin in Year 2.
Teacher Reflection and Portfolio Development	1-hour per month (Approx. 10 hours/year)	Technology: Through ongoing consultation, teachers compile a portfolio of videos, observational forms, and reflective notes documenting their progress toward mastering the elements and ultimately meeting the goals (see Table 1) of the MSRP.

The first five components of the MT Literacy Plan (leadership, standards, instruction and intervention, assessment and data-based decision making, and professional development) clarify the actions needed for the exploring and implementing phases of implementation. The last two components (system-wide commitment and community and family involvement) address the surrounding leadership and community partnerships that are critical for the sustainability phase.

Montana Literacy Component 6: System-Wide Commitment

According to Fullan and Miles (see Appendix 1A), education reform is a major source of hope for solving the issues with student achievement that schools are facing today. System reform is complex and

must focus simultaneously on the development of interrelationships of the main system components. Reform must also focus not just on structure, policy, and regulations, but also on deeper issues of culture of the system. Therefore, large-scale change must be implemented locally and be a learning process in which a deep sense of ownership is built through the learning. The restructuring of multi-faceted organizations, such as LEAs and Head Start programs, cannot be prescribed in advance. The actions required are those of scanning the school and its environment for resources and matching them to existing needs, acquiring resources, reworking existing structures, creating time through schedule changes, and overall building of local capacities through the ongoing development of the resources and capacity. Substantial effort is required of the leadership to monitor implementation; they must keep everyone informed of what's happening, link multiple change projects, and solve problems that arise along the way. The research from Fullan and Miles directly aligns with the MSRP's system-wide CICs.

The CICs for system-wide commitment (see Appendix 5) will be implemented purposefully and with the intention of building a sense of ownership from all stakeholders within the subgrantee's local community. The following steps are very similar to the PD steps and often will be done simultaneously: **1)** MT OPI Implementation Team and Instructional Consultant Implementation Team will deliver PD through systematic and explicit system-wide modules (see Table 5, p. 16). The PD plan will focus on how to obtain system-wide commitment for the On-site Leadership Implementation Teams, **2)** The Implementation Teams will use the Self-Assessments to determine exact content for the PD modules to be presented to staff at the LEAs and Head Start programs to build system-wide commitment from all stakeholders, **3)** The Implementation Teams will use the Action Plan to decide on the format, (e.g. staff meeting, team meeting, before school, after school) the content to be presented and to which staff, **4)** The Implementation Teams will work on-site with staff, through coaching, to assist the On-site Leadership Implementation Team in presenting a clear continuous improvement plan for commitment and engaging staff in collaborative processes to ensure buy-in and capacity building.

Montana Literacy Component 7: Community and Family Involvement

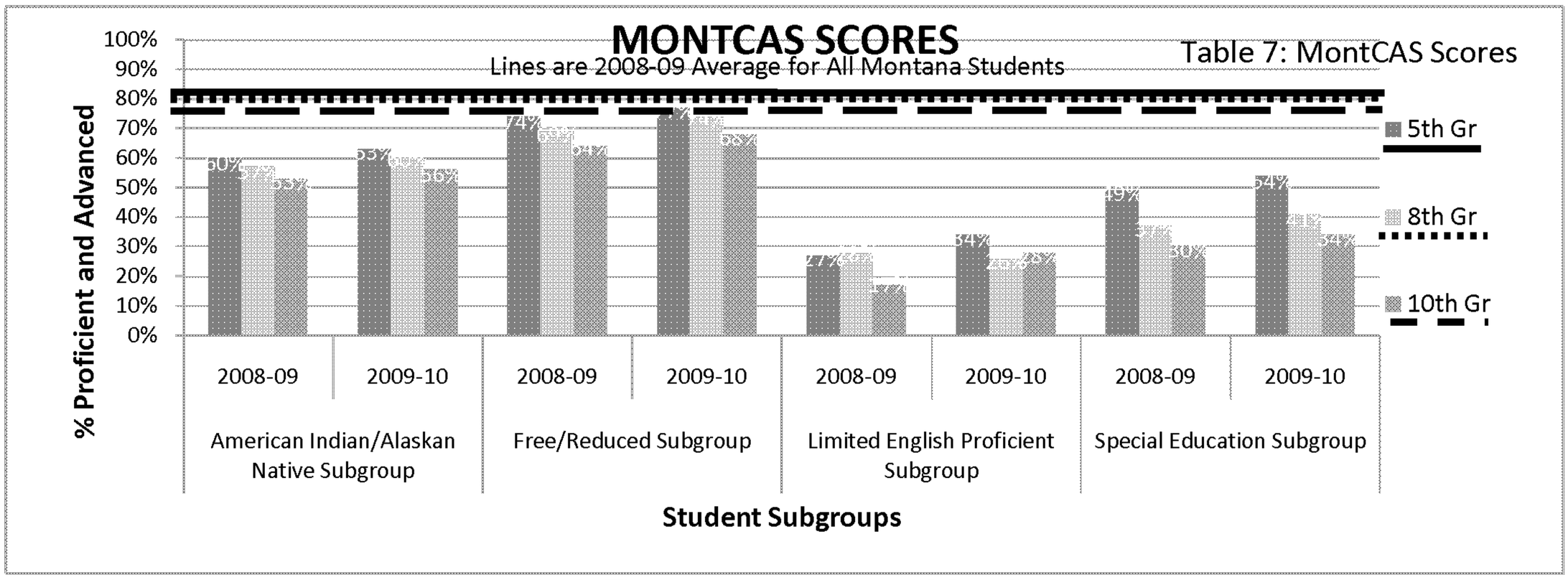
The nation's schools must improve education for all children, but schools cannot do this alone.

More will be accomplished if schools, families, and communities work together to promote successful students (see Appendix 1A). The Epstein model of *Six Types of Involvement* emphasizes three overlapping spheres of influence on student development: family, school, and community. These spheres can collaborate in six key ways to foster a caring community that children need to maximize their potential in school and in later life: parenting, communicating, volunteering, learning at home, school decision-making, and collaborating with the community (see Appendix 1A). Students of all ages, genders, socioeconomic status, and abilities do better in school when their families are actively involved. These students typically earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. Middle- and high-school students whose families are involved make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out (see Appendix 1A). The plan for community and family involvement includes the following: **1)** The On-site Leadership Implementation Teams (see RTI PD modules Table 5, p. 16) will receive **s**tatewide professional development (PD) on the importance of developing community/family-school partnerships. The initial content of these PD workshops includes findings from Henderson et al. (2007) on effective community/family partnerships, **2)** The Implementation Teams will use Self-Assessment to determine exact content for the PD that needs to be presented to staff at the LEAs and Head Start programs to build strong partnerships between schools/programs and families/communities, **3)** The On-site Leadership Implementation Team will work with LEA and Head Start programs' staff to implement a strategic plan for effectively communicating with families in various and meaningful ways that support student achievement and smooth transitions, and **4)** the Implementation Teams will work on-site with staff, through coaching (see Table 6, p. 17), to assist with implementation of volunteer and tutoring programs, in order to assist in the development of literacy and fluid transitions.

A. Quality of State-level Activities (ii)

The data illustrated in this section will demonstrate that overall Montana is doing well, but further investigations show that many subgroups are in dire need of the MSRP's support in helping LEAs and Head Start programs in implementing a comprehensive literacy plan. In 2004-2005, the Montana

Comprehensive Assessment System (MontCAS) became the official statewide assessment used to measure individual student achievement against the MT Content and Performance Standards in reading



and mathematics for grades 3-8 and 10. The primary purpose of MontCAS is to foster program improvement at the classroom, school, district, and state levels in support of the teaching and learning that takes place throughout the classrooms in Montana and meets the requirement of No Child Left Behind Act of 2001 (NCLB). The data lines above show the average of all Montana students that scored proficient or advanced yet the bar graphs illustrate the significant gaps in reading achievement for students who are economically disadvantaged, are American Indians (AI), are English learners (ELLs/LEP), or have disabilities. Montana students also take the National Assessment of Educational Progress (NAEP). The 2009 NAEP assessment of student achievement in reading for grade 4 indicates students who were eligible for free/reduced-price school lunch (FRL) had an average score that was 18 points lower than that of students who were not eligible for FRL. This performance gap was not significantly different from the score in 1998 (21 points). In 1998, American Indian/Alaska Natives scored 22 points lower than white students. In 2009, students in grade 8 who were eligible for FRL, had an average score that was 14 points lower than that of students who were not eligible for FRL. American Indian/Alaska Natives scored 20 points lower than white students. Students in grades 11 and 12 in Montana's lowest performing schools, all of which are 90% to 100% eligible for FRL, took the PLAN

assessment in the fall of 2010. The PLAN is a tenth-grade assessment that includes English, math, reading, and science. The composite score ranges from 1 to 32. On the English subtest, 55% of the students in grade 12 scored at or above proficiency; 10% of students in grade 11 did so. On the reading subtest, 15% of the grade 12 and 15% of grade 11 students scored at or above proficiency. The ACT, a college entrance examination was administered to 6,222 students in 2010. Students who take the ACT receive a composite score and subscores in English, mathematics, reading and science. The ACT is reported on a scale of 1 to 36, with 36 being the highest score. Montana's statewide composite score average was 22. The average for American Indian/Alaska Native students was 17.8. In 2010, eleven and twelfth grade students took the Montana University Writing Assessment. Students must score at least 3.5 in order to be fully admitted to a four-year program in the Montana University System or placed into College Writing. Results show that of the 7,406 total students tested, 26% scored below the proficient score of 3.5, 47% of English as Second Language students scored below proficient, and 50% of AI students scored below proficient from 2004-2005 to 2008-2009. Finally, AI students represented 11.3 % of all school enrollments for grades 7 and 8, but accounted for 53.5% of grade 7 and 8 dropouts. The dropout rate of AI students in grades 9 through 12 is 23.7%. It is evident that significant gaps in reading achievement exist between MT students who are English learners and their English proficient peers, between students with disabilities and their non-disabled peers, between those who are economically disadvantaged and those who are not economically disadvantaged, and between students who are American Indian and non-American Indian.

In terms of LEP and AI students, additional data comes from the 2009-2010 ELP Test, which was administered to 3,973 students, 80.5% of which were AI. The assessment tests five domains of English language arts: speaking, reading, writing, listening, and a combination of listening and reading. The results show 31.1% of all tested scored below proficiency. Finally, the MontCAS scores in the disabilities subgroup continue to demonstrate a considerable ethical need to provide support and intervene with

evidence-based instruction that has proven to close the achievement gap between students with disabilities and their non-disabled peers.

All of the data emphasize the need for increased literacy for disadvantaged students in MT LEAs and Head Start programs. The MSRP can demonstrate that the MT OPI does have the experience and capacity for implementing programs that are driven by explicit and systemic processes within the continuous school improvement cycle to improve literacy for disadvantaged students.

Here are a few data points about those programs: **1)** In 2002, the MT OPI was a recipient of federal American Indian Dropout Prevention Grant. Six schools coordinated various activities over three years – with a sharp decline in the statewide dropout rate noted in the first year of implementation in these high needs districts (10% in 2001-02, to 8% in 2002-3), **2)** From 2003-2009, OPI implemented a successful Reading First (RF) program, and was identified by former First Lady Laura Bush as one of four states who was showing great gains in increasing student achievement. The RF program established consistent improvements in the achievement of all subgroups, including FRL, Special Education, and AI. In addition to improving learning for all groups, RF began to close the achievement gap. The RF data show that reductions occurred in the achievement gap between different subgroups. Between winter 2006 and winter 2008, the achievement gap between children in the AI and the *not* Free and Reduced Lunch subgroups was reduced by 30%. Furthermore, there were reductions in special education referrals for AI over the course of RF implementation. In 2005, 9.8% of all AI students were classified as special education; in 2008 the percentage was 6.9%, **3)** In fall 2009, 1 of 28 Early Reading First Grants was awarded to the OPI to implement the MT Partnership for Early Literacy (MTPEL) in 23 preschool classrooms, located in five sites throughout Montana, from January 2010 through May 2012. According to the External Evaluation Report, of the 399 students participating, 55% were designated as American Indian/English language learners, and 15% were eligible to receive Special Education Services. During the first year of grant implementation, achievement gap analyses indicated that the achievement gap in the percentage of AI/ELLs and white children scoring in the average range on the Peabody Picture

Vocabulary Test (PPVT) was closed by five points (13% gap reduced to an 8% gap) with 21% of AI/ELL preschool students falling below the average range as compared to 13% of their white peers. These analyses also indicated that the achievement gap in the percentage of children receiving and not receiving special education services scoring in the average range on the PPVT was closed by four points (28% gap reduced to a 24% gap) with 50% of the children receiving special education services scoring below average as compared to 26% of their typical peers, and **4)** The MT RTI Project is funded through the OPI's Special Education Divisions State Personnel Development Grant (SPDG). Four pilot schools participated in the MT RTI Pilot Project for the first three years of the project (winter 2006-2008). Forty-six schools participated in the project during the 2008-2009 school year, 48 schools participated in the project during the 2009-2010 school year, and 139 schools participated in the project during the 2010-2011 school year. These schools received ongoing PD for RTI implementation and on-site consultation. Between these combined efforts, hundreds of school leadership teams have received ongoing PD in implementing RTI. The MT OPI has seen a decline in the number of students being identified for special education services each year: 2006-33%, 2007-31%, 2008-24%, 2009-19%, 2010-15%. It is speculated that this decline is due in part to the high-quality RTI professional development schools are receiving across the state.

The MSRP is confident, from our previous experiences and evidence, that we will definitely increase literacy for all disadvantaged students and ultimately achieve the goals listed in Tables 2 and 8 (found in Abstract, and on p. 24, respectively). The ISIP, DIBELS, and AIMSweb assessments (see Table 4, p. 14) will be entered into a database that the MT OPI Implementation Team will have access to and will continually progress monitor. Reports on the three measures for Age 4 (Phonemic Awareness, Letter Knowledge, Vocabulary) and the four measures for Grades 5, 8, and 10 (Word Analysis, Fluency, Vocabulary, Comprehension) will be used to ensure that all students are making progress toward meeting the goals listed in Table 8 (see below). Focused progress monitoring will occur during the three benchmark periods: fall, winter, and spring (see Appendix 7 for deadlines for entering data). The MT OPI Implementation Team will work with the external evaluator, Education Northwest to publish and present

MSRP data to all LEAs and Head Start programs and all Statewide Implementation Teams within two weeks of each benchmark. The Implementation Teams will work together to analyze the data and make instructional decisions that support the ongoing goals identified within the LEA and Head Start programs Action Plans and goals in Table 2 and 8 (see Abstract, and below, respectively). In addition, the MSRP has high expectations of the words "increasing proficiency" (see Table 2, see Abstract). The MSRP will increase proficiency by two percentage points on the MontCAS each year for all students and for each subgroup identified in Table 8 below.

Table 8: MSRP Goals for Improving Literacy Outcomes

	All	American Indian/ Alaskan Native	Goal	Free/ Reduced	Goal	Limited English Proficient	Goal	Special Education	Goal
	'09-10	'09-10	'11-12	'09-10	'11-12	'09-10	'11-12	'09-10	'11-12
5th	86%	63%	66%	77%	80%	34%	37%	54%	57%
8th	84%	60%	63%	74%	77%	26%	29%	41%	44%
10th	81%	56%	59%	68%	71%	28%	31%	34%	37%

The clear and credible path the SEA will take to achieve these goals with the support of its LEAs is listed within Selection Criteria A.iii.

A. Quality of State-level Activities (iii)

Successful subgrantees will receive statewide, as well as on-site technical assistance and professional development (see Tables 6 and 12; pp. 17 and 41, respectively). The phases of implementation and problem-solving model below outlines the plan for on-site problem solving for the leadership team and on-site technical support from the MT OPI Implementation Team and Instructional Consultant Implementation Team.

Phases of Implementation

The MSRP will use a multi-tiered approach for providing technical assistance to successful subgrantees. In collaboration with the MT RTI project, we have identified phases of implementation: **1)** exploring (E), **2)** implementing (I), and **3)** sustaining (S). These phases are indicated within the CICs and the Self-Assessments. The phase of exploring is the planning of how to execute the components. The

phase of implementing is the phase in which a component is started, or introduced. When a LEA and Head Start program is at the sustaining phase of implementation, it is expected that the components that are planned and introduced at the exploring and implementing phases are continuing to be applied. The CICs are listed in hierarchical order so the components at the beginning of the charts are the most important for implementing first and then down the list. Understanding that system reform is complex and must focus on the development of interrelationships of all of the main components simultaneously (CICs: see Appendix 5). It is recommended that schools choose three to five CICs at one time to be working toward within their action plans.

Continuous Improvement Plan

The MT OPI will support schools using the problem-solving model currently used in the MT School Improvement processes and identified in the MT Literacy Plan (MLP) (see Appendix 1A). The problem-solving model has a series of seven steps: **1)** Assess Current Status, **2)** Develop a Plan of Change, **3)** Implement the Plan, **4)** Monitor the Plan's Implementation of Progress, **5)** Monitor the Impact of the Plan, **6)** Review New Data, and **7)** Revise and Refine the Plan. These problem-solving steps are cyclical and ongoing. LEAs and Head Start programs in the sustaining phase will continue to use these steps to refine processes. See Appendix 7 for the complete Continuous Improvement Plan Monitoring Process, which follows the problem solving process for successful subgrantees and the Implementation Teams who will be responsible for providing technical support.

Continuous School Improvement Plan Monitoring Process (see Appendix 7 for complete plan)

1) Assess Current Status: The first step of the successful subgrantees will be to administer the Self-Assessment to the On-site Leadership Implementation Team. The rest of the staff will take staff inventory surveys that will be administered by the MT OPI external evaluators. These tools will help identify the subgrantee's current phase of implementation. After each site visit, the MT OPI Implementation Team and MT Instructional Consultant Implementation Team will make updates to their action plan and write a site-visit report that will be shared with all Implementation Teams. Montana has previously been

successful at grant implementation, as evidenced by RF, ERF, and RTI practices. The MT OPI Implementation Team will also conduct a RTI Implementation Scale (RIS) (see Appendix 10) which will include site-visit observations and gathering survey and self-assessment data to confirm implementation level and provide guidance for the action plan.

2) Develop a Plan of Change: The MT On-site Leadership Implementation Team, MT OPI Implementation Team, and Instructional Consultant Implementation Team will collaboratively develop three-to-five action steps based on identified needs from the Self-Assessment and RIS (see Appendix 10).

3) Implement the Plan: The On-site Leadership ImplementationTeam will steer and monitor implementation. They must keep everyone informed of what's happening, identify teacher leaders, and solve problems that arise along the way. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

4) Monitor the Plan's Implementation of Progress: The On-site Leadership Implementation Team will stay informed and monitor progress by sharing notes from grade-level and data team meetings . The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development. After each site visit, the MT OPI Implementation Team and Instructional Consultant Implementation Team will make updates to their action plan and add critical events to the site-visit reports. This process has proven successful through Montana's RF, ERF, and RTI practices.

5) Monitor the Impact of the Plan: The On-site Leadership Implementation Team will monitor student data to problem-solve instructional implementation and survey teachers to data-monitor teacher attitudes toward achieving action plan goals. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

6) Review New Data: The On-site Leadership Implementation Team will stay informed and monitor

progress by sharing notes from grade-level and data team meetings. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

7) Revise and Refine the Plan: The On-site Leadership ImplementationTeam, the MT OPI Implementation Team, and the Instructional Consultant Implementation Team, will collaboratively revise and update the three to five action steps as actions are completed, and new actions are identified. Please see Appendix 7 for complete continuous improvement cycle plan.

A. Quality of State-level Activities (iv, v)

Education Northwest, a non-profit educational research organization, will conduct an independent evaluation of the MSRP. Its Evaluation Program includes professional researchers with expertise in formative and summative evaluation, experience in the collection and analysis of quantitative and qualitative data, and a decade of experience evaluating literacy initiatives in Montana (REA, RF and ERF) and other states. The evaluation will employ a comprehensive mixed-method design, using quantitative and qualitative data. A variety of methods will be employed and are detailed below. Education Northwest will conduct the evaluation independent of MSRP, but will collaborate with MSRP throughout the grant period to ensure instruments have content validity and provide valuable formative feedback. The evaluation will describe MSRP's attainment of five goals of MSRP (see Table 1, in Abstract). Table 9 (p. 27) displays the alignment of the evaluation activities to MSRP's goals. Years in which the evaluation activities are scheduled to occur are included.

Table 9: Alignment of Evaluation Activities to MSRP Goals					
Methods, Instruments, and Time Periods	**MSRP Goals**				
	1	2	3	4	5
Quasi-Experimental, Longitudinal, Mixed Design using Student Assessment Data (collected biannually, as available) such as DIBELS, AIMSweb, ISIP, MontCAS, MY Access!, and ACT (Reading, English and Writing) data			Yrs 1-3		
MSRP Comparison Group Analysis (summer)			Yr 3		
School (Pre-K-12) Survey (spring)	Yrs 1-3			Yrs 1-3	Yrs 1-3
MSRP/School Interviews (spring)	Yr 2	Yr 2		Yr 2	
Striving Readers Self-Assessment Analysis (up	Yrs 1-3			Yrs 1-3	

to 3/year)					

Data collection: Multiple means will be used to collect outcome and implementation data.

Outcomes: Assessment data will be collected electronically and shared with Education Northwest through agreements with DIBELS, AIMSweb, *istation (ISIP measures)*, the MT OPI, and others as necessary.

MSRP's assessment reliability and validity data are shown in Table 10 (below).

Table 10: MSRP Assessment Reliability and Validity

DIBELS

Reliability: DIBELS ISF, Alternate form: K=.61; DIBELS PSF, Alternate form: K=.74, 1=.67; DIBELS NWF, Alternate form: Gr 1=.83; DIBELS LNF, Alternate form: K=.89, Gr 1=.86; DIBELS ORF, Alternate form: Gr 2=.89 to .96; DIBELS ORF, 3-6 Not Available.

Validity: A plethora of criterion, concurrent, predictive and criterion related validity tests have been conducted with the five DIBELS subtests across K-2.

AIMSweb

Reliability: Alternate form: Gr1-8 .70 to .97; Test-Retest: Gr 1-81=.88 to .95,.

Validity: A number of criterion measure validity studies were conducted with correlations ranging from .26 to .91.

ISIP Early Reading (Pre-K)

Reliability: Letter Knowledge, Test-Retest=.54 to .74; Vocabulary, Test-Retest=.57 to .69; Overall (Pre-K), Test-Retest=.65 to .71.

Validity: Content validity and concurrent validity were established. Concurrent between ISIP Early Reading Vocabulary and PPVT-4 was .63 and TOPEL Definitional Vocabulary was .52.

ISIP Early Reading (K-3)

Reliability: Test-Retest=.93 to .97.

Validity: Content validity and concurrent validity were established. Correlations ranged from .34 to .89.

ISIP Advanced Reading

Reliability and Validity: Data anticipated summer 2011

Reading MontCAS

Reliability: .91 to .92.

Validity: Content is assessed in an ongoing manner based on "item alignment with Montana content standards; item bias, sensitivity and content appropriateness review processes; adherence to the test blueprint; use of multiple item types; use of standardized administration procedures, with accommodated options for anticipation; and appropriate test administration training." Further, the "technical characteristics of the internal structure of the assessments are presented in terms of classical item statistics (item difficulty, item-test correlation), differential item functioning analyses, dimensionality analyses, reliability, standard errors of measurement, and item response theory parameters and procedures (see *MontCAS Criterion-Reference Test Montana CRT 2009-10 Technical Report*).

MY Access!

Reliability: Inter-rater, .80-.96

Validity: Construct, "We found that IntelliMetric® agreed with teachers' judgments of student writing, student SAT scores, multiple choice writing tests and several other instruments as well if not better than the scores assigned by experts agreed with these measures" (MY Access! Efficacy Report, Vantage Learning 2007).

ACT Reading and English

Table 10: MSRP Assessment Reliability and Validity
Reliability: Reading Scale Score, Gr 12=.85 to .87; English Scale Score, Gr 12=.89 to .91. Validity: Content is assessed in an ongoing manner based on the review process that aligns items, test specifications, and test forms. Predictive between high school GPA and coursework and the ACT ranged from .47 to .65.
ACT Essay/Writing Reliability: Inter-rater, Gr 12=.94; G-coefficient, Gr 12=.7; Alternate forms, Gr 12=.67 Validity: Predictive with writing intensive college courses and the ACT writing scores predicted those over and beyond that of the ACT English score and a combination of the ACT English score and high school English scores.

Implementation: In collecting implementation data, a survey will be administered to school staff members, interviews will be conducted with MSRP and school staff members, and Self-Assessments will be collected. The School Pre-K-12 Survey will ask about the receipt of PD and technical assistance related to implementation (e.g., school work with the MT OPI Implementation Team and the MT Instructional Consultant Implementation Team) around the use of the Self-Assessment and the development of action plans. Additional topics that will be addressed are implementation of the components of the MSRP in the schools (e.g., instruction and interventions, assessment and data-based decision making, and professional development); school staff members' perceptions of the success of student transitions from Pre-K to K, elementary to middle school, and middle to high school; and numbers of high school dropouts and graduates.

MSRP staff members will share data from the baseline completion and subsequent updates to the project's Self-Assessment. These data will be analyzed to document changes in phase and status in implementation of each component of Montana's multi-tiered, system-wide framework.

Telephone interviews will be conducted with MSRP and school staff members in the second year of the evaluation. In collaboration with MSRP, a group of five MSRP staff members integral to grant implementation will be interviewed. The selection of school staff members may include teachers, administrators, and others involved in the development and implementation of the schools' action plans from either a smaller number of schools for depth or a larger number of schools for breadth. Up to 30 school-level telephone interviews will be conducted. Interview protocols will cover content similar to the School Pre-K-12 Survey, but will be open-ended to allow an opportunity to provide detailed feedback.

Data Analysis: Varied means will be used to analyze outcome and implementation data.

Outcomes: Assessment data will be analyzed within and across years to alleviate problems associated with a one-group pretest-posttest design (Cook & Campbell, 1979), which the evaluation primarily uses. Following the project's RTI approach, the percentages of students moving across three tiers of instruction from fall to spring will be compared using McNemar's non-parametric test. These data, and others that are only available annually (e.g., MontCAS) will be analyzed by comparing data from the current year to that from the previous year (e.g., spring to spring). The statistical test that will be employed will depend on the availability of descriptive data (e.g., mean, standard deviation, n). Finally, the percentages of students scoring proficient on the MontCAS will be compared to the targets set in Table 8. The pretest and posttest measures that will be used are listed in Table 11.

Table 11. MSRP Assessment Pretest and Posttest Data

MSRP Assessment	Grade							
	Pre-K	K-3	4-6	7-8	9-10	3-8, 10	8, 11	12
ISIP Early Reading	F/S	F/S						
ISIP Vocabulary	F/S*							
DIBELS		F/S	F/S					
AIMSweb		F/S	F/S	F/S				
ISIP Advanced Reading			F/S	F/S	F/S			
MontCAS						S/S*		
MY Access!							F/S	
ACT								S/S

F=Fall; S=Spring; *=GPRA

Effect size analyses (Cohen's d) will also measure the success of the MSRP in closing the achievement gap between MSRP's disadvantaged students—those designated as LEP, living in poverty, and receiving special education services—and their respective, non-disadvantaged peers.

In Year 3, a comparison group will be created using propensity scores (Rosenbaum and Rubin, 1983) to identify non-MSRP students closely matched to MSRP students based on prior achievement and demographic characteristics (e.g., grade; race/ethnicity; gender; LEP, special education, and SES status). The MSRP Comparison Group Analysis will use scale scores from the MontCAS Reading test. A variety of analysis will be conducted to answer the question: How did the literacy achievement of MSRP students compare to that of non-MSRP students? In doing so, the analysis will identify an intact cohort of MSRP students and compare their performance on the MontCAS with a group of non-MSRP students. Other

analysis will look at students at particular grade levels and demographic groups.

Implementation: Data from surveys and the Self-Assessments will be described using frequency distributions and cross-tabulations. Qualitative data from open-ended questions will be content analyzed for common themes. These data will support the interpretation of quantitative data while providing a vivid picture of implementation.

Reporting. The evaluation team will regularly communicate with MSRP staff members to stay apprised of project activities. Student assessment reports will be provided to MSRP staff members after each benchmark period and will be designed to be useful to a particular audience (e.g., Six MSRP Teams in Table 1, in Abstract). Reports from analyses of Self-Assessment data will be delivered to the MT OPI Implementation Team three times a year. An annual report, inclusive of analyses of assessment, GPRA, survey, interview, and Self-Assessment data, will keep the MT OPI Implementation Team informed of findings related to project implementation and outcomes. Graphic representations will be used throughout all reports, as appropriate.

The Implementation Teams will support LEAs and Head Start programs in providing reports and presentations to their effective community/family partnerships (see Table 12, p. 41, for management timeline of activities, indicators, and responsibilities).

SECTION B: QUALITY OF THE STATE SUBGRANT COMPETITION

B. Quality of the State Subgrant (i)

The OPI will run a rigorous, high-quality competition for subgrants that will be reviewed and judged in the following seven steps.

1. **Eligibility letter:** Eligible LEAs and Head Start programs will be notified in September 2011 of the subgrant availability through a letter to district superintendents and Head Start directors from state Superintendent Denise Juneau. This letter will explain the purposes of the MSRP grant and the application and award process. The letter will contain the following components: **1)** a question-and-answer attachment regarding MSRP; **2)** the announcement of the alignment of the grant with the MLP and new MT Standards for English Language Arts; **3)** a list of the eligible Head Start programs and

LEAs with criteria for choosing schools; **4)** an explanation of the funding formula (see Table 16); **5)** the announcement of two grant-writing workshops to be held in September in Billings and Helena; **6)** the web site address for resources, contacts, and additional information; and **7)** the announcement that applications are due on November 1, 2011.

2. **Workshops for application process:** The MT OPI Implementation Team will hold a series of two, two-day workshops for LEAs and Head Start programs that are eligible for subgrant funds. These workshops will include an introduction to the new MT Standards for English Language Arts, a presentation of the Systemic Processes (see p. 3), and the importance of LEAs and Head Start programs being committed to meeting the goals (see Table 1, in Abstract) of the project. At the end of the workshops, LEAs will understand that the MSRP is serious about effectively implementing a statewide comprehensive literacy plan (MT Literacy Plan), and will be able to use the Self-Assessments to draft their subgrant application. These workshops will include all On-site Leadership Implementation Teams and district central office administrators, who, it is hoped, will apply what they learn not only to eligible schools but also to all schools in their districts. The MSRP regards the application process also as an opportunity to initiate professional development about the MT Literacy Plan (MLP).
3. **Identify expert grant reviewers**: The MT Statewide Literacy Team and MT OPI Implementation Team will identify the expert grant reviewers. All reviewers will meet three of the following qualifications: **1)** have published evidence-based research articles and/or contributed to recognized summaries of evidence-based reading research; **2)** have completed an advanced degree in reading; **3)** have been one of the trained reviewers for other state and federal literacy applications (i.e. RF & ERF); **4)** have years of experience in training others to implement evidence-based reading instruction, and **5)** have experience in dramatically increasing reading achievement in a school using evidence-based reading instruction.
4. **Provide technical assistance to sub-grantees**: The MT OPI Implementation Team will provide ongoing technical assistance to all eligible LEAs and Head Start programs through four follow-up

webinars: two based on questions from applications workshops and two based on needs from birth through age 5, K-5, 6-8, and 9-12. Additional technical assistance will include conference calls, googledocs, and providing updated resources on the website. http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf.

5. **Train expert grant reviewers:** The MT OPI Implementation Team will bring all reviewers together and provide training on the subgrant application and processes for scoring, which will include a defining the terms listed in the scoring rubric. The reviewers will first practice scoring the applications as a team to ensure as much consistency and fairness as possible. The MT OPI Implementation Team will be available throughout the review process to answer questions.

6. **Grant reviewers evaluate subgrant applications**: Each application will be read and evaluated by two different reviewers using the rubric provided (see Parts A-E below). The rubric specifies that each of the Parts must be evaluated and scored separately. Each of the parts must receive a numerical score that falls in the Meets Standard or Exemplary Plan range in order for the applicant to receive a subgrant award. The total number of points awarded for all questions will be used to further distinguish relative strengths of the applications. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses to each part.

7. **The MT OPI Implementation Team finalizes choice of LEA and Head Start Program successful subgrantees:** In the event of too many successful applicants for the amount of funds available, the applicants will be rank ordered by points. The MT OPI Implementation Team will ensure adequate resources (see Table 16, p. 50) are provided, the statutory requirements are met, and necessary policy decisions are made regarding the awards.

B. Quality of the State Subgrant (a)

The subgrant application and the state level activities directly align and support one another in creating a comprehensive (MLP). Each LEA and Head Start program will use Self-Assessments to design a subgrant application narrative that addresses all components of the MLP. Section B is divided into Parts A through

M. Each Part describes the CICs- (see Appendix 5) eligible LEAs and Head Start programs must address in the subgrants. Scoring criteria for each component will be sent to the grant reviewers and will clearly state that Parts A-M must receive a numerical score that falls in the Meets Standard or Exemplary Plan range for the applicants to receive funding. The score will be an additional indicator that LEAs and Head Start programs have the necessary capacity to meet the MSRP goals in Table 2 of the Abstract. The total points available for Parts A-L equal 100, with an additional 5 competitive points in Part M, for a total possible of 105 points. The extent to which Each LEA or Head Start program will have the capacity to successfully implement its program.

Subgrant Application Part A: Capacity Criterion			
The OPI will require LEAs or Head Start programs to demonstrate capacity for implementing its proposal that includes a strong leadership component and a minimum of 80% buy-in from LEA and Head Start staff. The OPI will require subgrantees' On-site Leadership Implementation Team to attend all MSRP statewide meetings and workshops. Principals will use the iWalkthrough tool during regular walkthrough observations. In addition, principals will be required to meet with the MT OPI Implementation Team and Instructional Consultant Team during on-site support visits. Responses to the following capacity statements will be written into each subgrantee's application and reflect how the On-site Leadership Implementation Teams will:			
1. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT RTI Framework with a minimum buy-in of 80% of LEA and Head Start staff.			
2. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT RTI Framework with a minimum buy-in of 80% of LEA and Head Start staff.			
3. Communicate a consistent MLP roll-out plan.			
4. Identify 3-5 year performance targets.			
5. Define annual literacy performance targets.			
6. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
7. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
8. Allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.			
9. Establish and lead monthly meetings.			
10. Conduct weekly both scheduled and random walk-throughs of all instructional settings.			
11. Share knowledge and materials to enhance others' understanding of effective early literacy instruction and embed culturally competent instruction.			
12. Provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:	Weaknesses:		

(B)(b) Additional Requirement (d.1)

State Subgrant Completion Part C: Professional Development (PD) Criterion			
The OPI will require On-site Leadership Implementation Teams to attend all Statewide Workshops presented by the MT OPI Implementation Team and the Instructional Consultant Implementation Team. LEAs and Head Start programs will select content from the Professional Development (PD) modules to be shared with the staff at staff meetings, grade-level teacher team meetings, and before/after school meetings. The OPI will require that grade-level teacher team meetings occur weekly for one hour. Additionally, the LEAs will create actionable items based on the needs from the self-assessments and all teachers will create reflection portfolios. Responses to following PD statements will be written into each subgrantee's application and reflect how On-site Leadership Implementation Teams will:			
1. Prepare and communicate with all educators on an annual MLP professional development (PD) plan.			
2. Allocate funding and time for PD opportunities.			
3. Base PD on student needs and goals.			
4. Require adequate PD on evidence-based programs and interventions for teaching literacy. (see Appendix 1A)			
5. Require PD on the four assessment types and assessment procedures.			
6. Require PD on effective early language and literacy instruction. (see Appendix 1A)			
7. Ensure educators understand the developmental progression of early language and literacy development (see Appendix 2).			
8. Guarantee systems are in place for providing PD for new staff with regard to the MLP.			
9. Ensure educators have access to systems of support including observations, coaching, mentoring, and problem solving.			
10. Make certain that PD facilitates the integration of most recent early language and literacy development research into the current teaching practices.			
11. Guarantee educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

B(b) Additional Requirement (d.2, d.4)

State Subgrant Competition Part D: Instruction and Intervention Criterion
The OPI will require subgrantees to implement a multi-tiered system of support to meet the needs of all learners with an emphasis on disadvantaged students. Evidence-based curriculum and instructional materials (see Appendix 1A) will be aligned with the MT Standards for English Language Arts and implemented using technology (see Part M for competitive priority) and principles of universal design. Responses to the following statements will be written into each subgrantee's application and reflect how its On-site Leadership Implementation Teams will ensure:
1. Evidence-based literacy programs are being utilized.
2. Educators have the necessary instructional materials to teach early learning programs.
3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.
4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, including reteaching, additional practice, or challenge activities.
5. Educators utilize evidence-based intervention instruction aligned with literacy components.
6. Educators have the necessary instructional materials for evidence-based intervention instruction.
7. Educators allocate time to provide early literacy instruction and evidence-based intervention instruction.

8. Educators embed explicit literacy instruction across evidence-based instruction.
9. Educators apply literacy skills throughout the day across all content areas.
10. Educators allocate time for writing about text.
11. Educators teach students the fundamental skills and processes for writing.
12. Educators guide students' use of technology as a component of effective literacy instruction.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

B(b) Additional Requirement (d.3)

Part E: Assessment and Data-based Decision Making Criterion:
The OPI will require subgrantees to use the ISIP for screening, progress monitoring, and outcome purposes or DIBELS or AIMSweb at the elementary level if they are already being implemented. In addition, LEAs will use the state assessment MontCAS, ACT Reading and English (grade 12) and the My Access! writing assessment (grades 8-11) for outcome assessments. Descriptive responses about the following assessment and data-based decision making statements will be written into each sub-grantee's application:
1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types.
2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.
3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types.
4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.
5. LEAs have a specific plan for improving scores for disadvantaged students.
6. Staff have been identified for collecting and disseminating data to educators in a timely manner.
7. Progress monitoring is systematic, documented, and shared with educators in a timely manner.
8. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.
9. A school data collection system is in place and technology support is available.
10. Onsite Leadership Implementation Teams and grade-level Teacher Teams are established and meet at least twice a month.
11. Fidelity of assessment administration is regularly verified.
12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

B(b) Additional Requirement (d.5)

Part F: Language and Text-Rich Learning Environment Criterion:
Subgrantees will be required to provide language and text-rich learning environments by teaching and modeling expressive and receptive language through everyday reading, speaking, writing, and print. Language and literacy content should be engaging and provide a variety of activities such as talking about

ideas through authentic playful activities, asking purposeful questions, modeling rich vocabulary by describing objects in the room, reading aloud, consulting books for information, reading books for enjoyment, and modeling writing and organization of ideas through charts and graphs. The environment should ensure that students acquire a rich knowledge base that supports the acquisition of vocabulary, the alphabetic principle, and the use of higher order cognitive skills such as planning, predicting, and drawing inferences. Responses to the following three classroom environment statements will be written into each subgrantee's application:
1. Describe your current language and text-rich learning program environment.
2. Describe any changes intended for the language and text-rich learning program environment.
3. Describe a timeline of activities, indicators of success, and roles and responsibilities for the first year.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:	Weaknesses:		

B(b) Additional Requirement (d.6)

State Subgrant Competition Part G: Continuous Improvement Processes Criterion:
Subgrantees will be required to work in collaboration with the MT OPI Implementation Team on a Continuous Improvement Monitoring Process utilizing a seven step problem-solving model: 1) Assess Current Status, 2) Develop a Plan of Change, 3) Implementation of the Plan, 4) Monitor the Implementation Plan, 5) Monitor the Impact of the Plan, 6) Review New Data, and 7) Revise and Refine the Plan. This problem solving process is cyclical and ongoing. LEAs and Head Start programs will use the self-assessment tool, LEA and Head Start programs 0-12 Survey (see Appendix 2), and action plans to collaboratively work through this process and develop goals to implement phases of the MT Literacy Plan. Responses to the following three continuous improvement process statements will be written into each subgrantee's application:
1. Describe continuous improvement processes that are currently in place
2. Describe how the Continuous Improvement Cycle will be utilized.
3. Describe a timeline of activities, indicators of success, and roles/responsibilities for the first year.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:	Weaknesses:		

B. Quality of the State Subgrant (1)

Addressing the Needs of Disadvantaged Students
Subgrantees will require to demonstrate how they will:
1. Increase instructional intensity for disadvantaged students.
2. Use diagnostic assessment to identify appropriate instructional programs.
3. Align additional support services (tutoring) with core program. 4. Demonstrate level of need and capacity for improvement. 5. Select and implement activities that align with needs.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

B. Quality of the State Subgrant (2)

Subgrant Application Part B: Needs Assessment Criterion:
The OPI will require that the subgrantees utilize self-assessment (birth through age 5, elementary, or secondary) information to identify the current needs used to develop an MLP. The needs assessment

information will be written into each subgrantee's application and reflect how its On-site Leadership Implementation Teams will:			
1. Identify systematic needs-assessment tools currently in place and then develop plans for utilizing the information gathered through these needs assessments.			
2. Develop the plan for utilizing information gathered in the required Self-Assessment.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:	Weaknesses:		

B. Quality of the State Subgrant (3)

Part H: Community and Family Involvement Criterion			
The OPI will require subgrantees to meet in October, January, and June with community partnerships to share program data. Responses to the following continuous improvement processes statements will be written into each subgrantee's application and reflect the commitment of LEAs and Head Start programs to:			
1. Recognize community partnerships in the literacy development of students.			
2. Understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families.			
3. Have a system in place for helping families support students' learning at home.			
4. Have a system in place for effectively communicating with families in various and meaningful ways.			
5. Involve parents and/or students in the problem-solving process.			
6. Sponsor and promote literacy activities and events.			
7. Collaborate with each other and families to ensure smooth transitions from early education through high school.			
8. Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including students' primary language.			
9. Establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and middle/high school readiness.			
10. Recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:	Weaknesses:		

B. Quality of the State Subgrant (c)

State Subgrant Application Part I: Coherent Strategy Criterion:			
The OPI will require subgrantees to demonstrate a coherent strategy for leveraging Federal, State, and local funds with the LEAs and Head Start programs proposed activities within the application. The following criteria will be written into the subgrantees application and reflect how LEAs and Head Start programs will:			
Leverage subgrant funds and align proposed literacy activities with other Federal, State, and local funds.			
Provide a list of current Federal, State, and local funds that impact literacy and how those funds will support specific activities listed in the application.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths:	Weaknesses:

The state of MT has five Double A districts. If the MSRP ran a subgrant competition that was birth through grade 12 for LEAs and Head Start programs, two or three of the Double A districts would receive most of the subgrant funds. We are basing the following scoring criteria on that factor and a similar successful process that was used with the Reading First subgrant competition. The scoring criteria will allow all districts in MT an opportunity for the funds, but also ensure larger districts are allowed enough schools to effectively implement a districtwide comprehensive literacy plan. To ensure the MSRP meets the statutory requirement of 15 percent of funds being subgranted to serve children from birth through age 5 in Head Start programs and district-operated special education preschools, 40 percent being subgranted to serve students in kindergarten through grade 5; and 40 percent being subgranted to serve students in middle and high school, including an equitable distribution of funds between middle and high schools, the following selection criteria and subgrant competition processes will be used. The eligibility criteria ensure that the successful subgrantees will meet Priority 1: Improving Learning Outcomes for disadvantaged students.

Eligible Applicants: Criteria for LEA eligibility:

- District has 50% or more students eligible for free/reduced price meals: or
- District has an on-time graduation rate of <80%. (5% below AYP benchmark of 85%)

AND, additionally, the LEA must meet one of the following:

- District has a low-income student group not meeting AYP target in Reading, or
- District is identified for Title I improvement; or
- District has >12% students with disabilities

Criteria for eligibility for schools within a district: (A district may only include up to two schools per grade span from elementary, one middle school, and one high school.

- School has 50% percent or more students eligible for free/ reduced price meals

AND, additionally, the school must meet one of the following:

- School has low-income student group not meeting AYP target in Reading, or
- School is identified for Title I improvement; or
- High school has an on-time graduation rate of <80%, or
- School is in a district with >12% students with disabilities

Eligible Applicants: Criteria for Early Learning Programs eligibility:

- Program is an established Head Start
- Program is an established Early Head Start

- Program is an established district operated special education preschool

B. Quality of the State Subgrant (ii)

Subgrant Application Part J: Eligible Schools and Head Start programs Criterion			
The following criteria will be written into each subgrantee's application to ensure LEA and Head Start Program applications are designed to serve high-poverty schools or a high-poverty population:			
1. Which schools will be selected to receive MSRP grant funds? Describe the criteria used to make the choice. Head Start programs: Describe the criteria used to make the choice.			
2. Describe the plan for addressing the needs of eligible schools that will not be selected to receive MSRP funds. Describe the factors that most influenced your decision not to select these schools.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

B. Quality of the State Subgrant (iii)

Subgrant Application Part K: Strong Evidence Criterion			
The OPI will require all LEAs and Head Start programs to provide information on effective evidence-based literacy instruction. The following criteria will be written into each subgrantee's application and reflect:			
1. Implementation of successful evidence-based literacy instruction.			
2. Use of evidence-based curriculum and materials.			
• **6-12:** Describe how the middle and high schools will align their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction. • **K-5:** Describe how the elementary school will align their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction. • **Birth through Age 5:** Describe how the proposed instructional content and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

B. Quality of the State Subgrant (iv)

Subgrant Application Part L: Standards Criterion
The OPI will require LEAs and Head Start programs to align the evidence-based curriculum being implemented to the MT State Standards for English Language Arts (Appendix 8) or MT Early Learning Guidelines (Appendix 9) and use them to develop their application. The chart and resources will be posted on the OPI website and explicitly reviewed during the application process (please click on the following link to view resources http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf. The following criteria will be written into each subgrantee's application:
1. **K-12**: Describe the process LEAs will use to ensure alignment of the evidence-based curriculum to the MT Standards for English Language Arts.
2. **Birth through Age 5**: Describe the process that LEAs or Head Start programs will use to ensure the evidence-based curriculum is aligned to the MT Early Learning Guidelines or MT Standards for

English Language Arts.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:	Weaknesses:		

Grant Competitive Preference Priority: Effective Use of Technology

Part M: Competitive Technology Priority:			
The OPI will award up to five additional points for LEAs and Head Start programs that propose to use technology to support principles of universal design to accommodate and support disadvantaged students and challenge all students. The following criteria will be written into each sub-grantee's application:			
1. Describe the technology used to address student learning challenges.			
2. Describe the evidence-based rationale for using that technology.			
3. Describe the use of technology to increase student engagement and achievement.			
4. Describe how technology will be used to increase teacher effectiveness.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:	Weaknesses:		

SECTION C: PROJECT MANAGEMENT

C. Project Management (i)

The activities, indicators, and responsibilities included in Table 12 specify the MSRP's first year management timeline. The MT OPI Implementation Team will steer the implementation of this timeline and work in collaboration with the Statewide Teams and Implementation Teams. The management plan for subsequent years will be based on first-year results from the external evaluation and feedback from all stakeholders.

Table 12: First-Year Management Timeline: 2011-2012			
Timeline Key: Q1: August- October, Q2: November-December, Q3: January-May Q4:June-August			
The OPI Implementation Team led by project director, Debbie Hunsaker, will meet weekly with the MT OPI Implementation Team (see Table 13) to ensure all of the activities, indicators, and responsibilities identified in this table are met.			
MSRP Goal 1: To further develop and implement a MT Literacy Plan that makes provisions for literacy at all age/grade levels, including challenging transitions from preschool to elementary, elementary to middle school, and middle school to high school, is aligned to MT Standards for English Language Arts and MT Early Learning Guidelines, involves collaborating with other agencies, and addresses literacy across the content areas.			
Activity	**Timeline**	**Indicators (Milestones)**	**Responsibility**
Quarterly meetings with the MT Statewide Literacy Team to review and update MT Literacy Plan	Q1, Q2, Q3, Q4	Updated Literacy plan sent to Department of Education Evaluations of meeting	MT OPI Implementation Team, MT Statewide Literacy Team

Quarterly meetings with MT Statewide Community Partners Team and MT OPI Statewide Divisions Team to review MSRP activities	Q1, Q2, Q3, Q4	Number of Grant Applications from LEAs and Head Start programs Updated plan and resources shared among OPI divisions and posted on OPI website	MT OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team.
Ensure alignment of MSRP activities with MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy	Q1, Q2, Q3, Q4	Alignment shared among OPI divisions and posted on OPI website	All Implementation and Statewide Teams
Quarterly meetings with MT Statewide Literacy Team to review MSRP data and lessons learned to guide next steps in implementation	Q1, Q2, Q3, Q4	Meeting Agendas and resources posted on OPI website. Meeting Evaluations	MT Statewide Literacy Team, OPI Implementation Team
Quarterly meetings with MT Statewide Community Partners Team to provide guidance on best practices for challenging transitions and literacy across the content areas	Q1, Q3	Meeting Agendas and Resources posted on OPI website. Evaluations of meeting	OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team

MSRP Goal 2: To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education preschools) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.

Activity	Timeline	Indicator	Responsibility
Draft of Eligibility letter forLEAs and Head Start programs	Q1	Letters sent	MT OPI Implementation Team
Subgrant application workshops (Billings, Helena)	Q1	Workshop agenda and resource documents from workshops posted on the OPI website	MT OPI Implementation Team, On-site Leadership Implementation Team
PD on new MT Standards for English Language Arts in three locations: (Great Falls, Billings, Helena)	Q1	New MT Standards for English Language Arts presented to subgrantee LEAs and Head Start programs and posted on OPI website.	Implementation Teams, MT OPI Statewide Divisions Team
Bimonthly meetings to support LEAs and Head Start programs in aligning materials and curricula with MT Standards for English Language Arts or MT Early Learning Guidelines for Language and Literacy	Q1, Q2	Meeting agendas	MT OPI Implementation Team, MT OPI Statewide Divisions Team
PD on aligning evidence-based curriculum and materials to new MT Standards for English Language Arts or MT Early Learning Guidelines for Language and Literacy in two locations:(Billings, Helena)	Q1	Completed alignment documents completed Alignment resources posted on the OPI website	MT OPI Implementation Team, MT OPI Statewide Divisions Team, Instructional Consultant Implementation Team

LEA's and Head Start Program's On-site Leadership Implementation Teams complete Self-Assessments and begin drafting subgrant applications	Q1	Support for completing Self-Assessments through workshops, webinars, googledocs, and conference calls	MT OPI Implementation Team, On-site Leadership Implementation Team
Complete Steps 3-7 of subgrant application process (see pp. 32, 33)	Q1, Q2	Steps 3-7 will be completed and subgrant applications will be due on November 1, 2011	MT OPI Implementation Team, On-site Leadership Implementation Team
Assign Instructional Consultants to Subgrantees, based on needs identified within subgrant application/self-assessment analysis, and consultant expertise	Q2	Initial phone call between school principal or Head Start director, OPI Implementation Team Member, and Instructional Consultant will occur in December 2011	OPI Implementation Team and Instructional Consultant Team
MSRP Goal 3: To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets: • Increase the percentage of participating four-year olds who achieve significant gains in oral language skills as identified by the ISIP early reading assessments • Increase the percentage of participating fifth-grade, eighth-grade, and high-school students who meet or exceed proficiency on the MT State English language arts assessment, the MontCAS • Increase the percentage of all subgroups including American Indian, disadvantaged, and limited-English proficient students, as well as students with disabilities.			
Activity	**Timeline**	**Indicators**	**Responsibility**
Bimonthly meetings to support LEAs and Head Start programs to implement effective language and literacy instruction aligned with new MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy. *On-site support at LEAs and Head Start programs	Q1, Q2	Meeting agendas Evaluations of meetings	Implementation Teams, MT OPI Statewide Divisions Team
PD on effective language and literacy instruction using Doing What Works RTI Modules (Great Falls, Billings, Helena) *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	PD agendas PD evaluations Student outcomes Teacher surveys	Implementation Teams
PD on aligning language and literacy curriculum and materials with new MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy in two locations: (Billings, Helena) *On-site support at LEAs and Head Start programs.	Q1	Completed alignment documents . Alignment resources posted on OPI website.	MT OPI Implementation Team, Instructional Consultant Implementation Team
PD for On-site Leadership	Q1, Q2,	Student outcomes	Implementation Teams

Implementation Teams in supporting language and literacy instruction (Great Falls, Billings, Helena)	Q3, Q4	Teacher surveys	
MSRP Goal 4: To fully implement a data-based decision making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at LEAs and Head Start programs.			
Activity	**Timeline**	**Indicator**	**Responsibility**
PD for On-site Leadership Implementation Teams on ISIP Assessments.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for On-site Leadership Implementation Teams on DIBELS, AIMSweb, and MontCAS assessments.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for Implementation Teams on iWalkthrough technology.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for My Access! Writing assessment by Vantage for middle- and high-school LEAs	Q1, Q2, Q3, Q4	PD agendas PD evaluations	Implementation Teams
On-site support for LEAs in fully implementing a data-based decision making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MT Literacy Plan	Q1, Q2, Q3, Q4	LEA Action Plans Site-visit notes	Implementation Teams
MSRP Goal 5: To decrease the percentage of participating high-school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.			
Activity	**Timeline**	**Indicator**	**Responsibility**
Bimonthly meetings to support LEAs and Head Start programs to implement language and literacy curricula that is aligned with MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	Meeting agenda Evaluations of meetings High-school graduation rates	Implementation Teams
PD for On-site Leadership Implementation Team on DIBELS, AIMSweb, and MontCAS assessments used to identify disadvantaged students, to make a plan that ensures these students receive the necessary support to succeed and stay in school *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	PD Agenda PD Evaluations High-school graduation rates	Implementation Teams

Meet with MT Statewide Community Partners Team to guide best practices and professional development needs	Q1, Q3	Meeting agenda Evaluations of Meeting	MT OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team

C. Project Management (ii)

The MT OPI Implementation Team is adequately staffed and qualified to ensure success, efficiency, and to begin full implementation during the 2011-2012 school year. Key project personnel are all full-time. Their job descriptions and time commitment have been crafted to maximize productivity throughout the yearly cycle of activities. The MT OPI Statewide Divisions Team is committed to supporting this project through the allocation of other federal and state funds (see Table 13 for funding percentages). The MT OPI Implementation Team includes six members who will 1) Implement the MT Literacy Plan activities, 2) Coordinate all implementation and statewide teams, and 3) Work closely with the Instructional Consultants to provide on-site support to all LEAs and Head Start programs. A brief overview is given in Table 13. For additional information about experience and expertise (see Appendix 4).

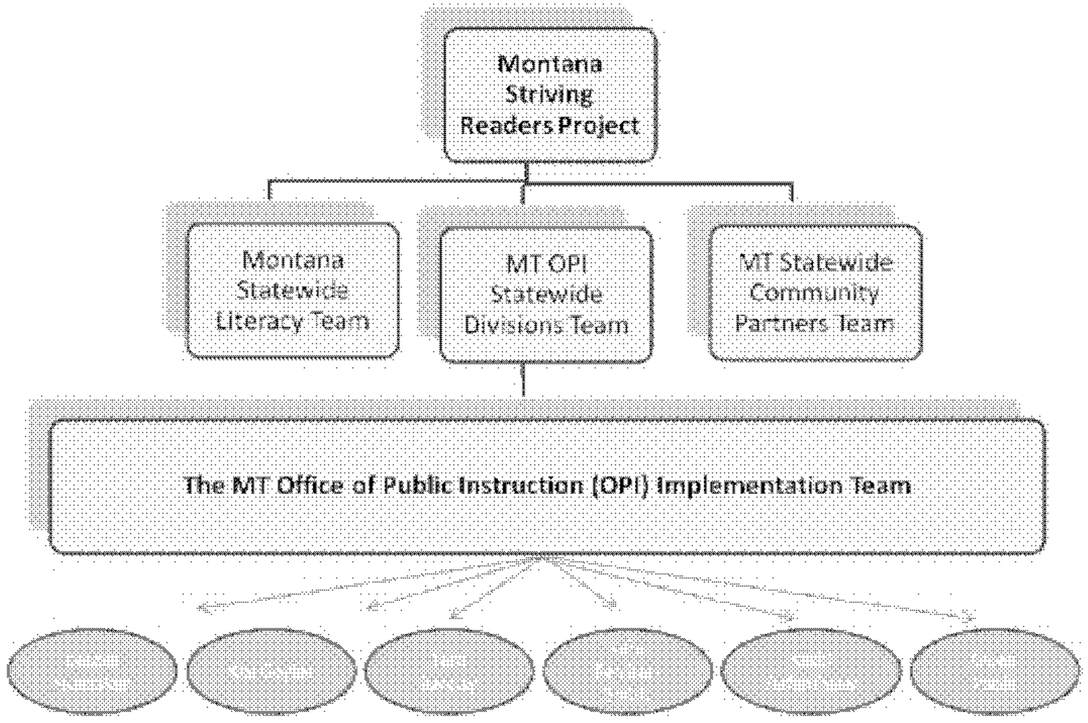


Table 13: Qualifications of Key Personnel				
Time Commitment			**MT OPI Implementation Team**	
% of time for MSRP	Federal (F) and State (S) Funds		Team Member	Brief Overview of Qualifications (See Appendix 4 for additional experience and expertise)
75%	25% MSRP	50% Title I (F)	Debbie Hunsaker M.Ed Project Director	Instructional Innovations Unit Director, director for REA, RF, ERF and co-director for School Improvement
75%	25 % MSRP	25% Title I (F) 25% ERF (F)	Tara Ferriter Smith M.Ed	RTI State Coordinator and ERF specialist

50%	0% MSRP	25% Title I (F)	Kathi Tiefenthaler M.Ed	RF and ERF assessment manager, co-director for School Improvement
75%	25% MSRP	50% Title I (F)	Gwen Poole 75% (F) Title I	Reading Coach, Title I Director, RTI Consultant, School Improvement specialist
75%	50% MSRP	25% Accreditation (S)	Kris Goyins 50% (S) Accreditation	Communication Arts Specialist
50%	30% MSRP	20% Accreditation (S) 25% ERF (F)	Terri Barclay M.Ed	Early Grades Specialist
10%	0% MSRP	100% (F) and (S)	MT OPI Statewide Divisions Team Members	Division Administrators and Unit Managers representing each division (see Appendix 6)

Instructional Consultant Team

One consultant will be written into each LEA's and Head Start program's subgrant. The Instructional Consultant Team member will be assigned to the LEA or Head Start program based on needs identified the self-assessment and within the subgrant application, and also on a particular consultant's expertise. Collaboration between the MT OPI Implementation Team and the Instructional Consultant will ensure sufficient support for concentrated coaching and implementation of the self-assessment needs and action plans. Instructional consultants have been contacted and have already dedicated sufficient time to fully participate in project activities. Table 12 outlines their management timeline with activities and responsibilities. The consulting firms and personnel listed in Table 14 all base their coaching models upon the work of the National Staff Development Council: **1)** formal, focused processes and structure (such as Professional Learning Communities) for evaluating student data and making reflective changes in lesson design and implementation; and **2)** job-embedded, classroom-by-classroom instructional support that incorporates research-based strategies to translate student needs (based upon data) to correct, targeted instruction for escalated student growth. Teachers involved in a coaching relationship practiced new skills and strategies more frequently and apply them more appropriately than do teachers who work alone. (see Appendix 1A). The following quote from Showers and Joyce (1996) encapsulates the approach the consultant firms listed in Table 14 will use to achieve the MSRP goals (Tables 2, 12, 15): "Knowledge plus application results in instructional change and increased student achievement."

Table 14: Instructional Consultant Team		
Consultant Firm	**Consultants and Expertise**	**Summary of Firm's Effectiveness**
Cambium Learning Systems	Frank Smith M.Ed (6-12) Kim Marcum M.Ed(6-12) Diane Prestwich Phd.Ed (0-8) Angelee Eames M.Ed (6-12)	(1) Colorado Reading First reported an average of 8% gains (grades K–3), (2) Students in 38 of 53 high school classrooms averaged more than 2 years gains in Knox County.
Jackson Consulting	Jill Jackson M.Ed (0-12) Carrie McCoy M.Ed (K-6) Chelssee De Barra M.Ed (K-12) Earnie Lewis M.Ed (K-6) Maria Randle M.Ed (K-6) Jill Hartley M.Ed (K-12)	(1) University Elementary: Grade 3 students outperformed the state averages of students meeting PAWS benchmark in reading by over 30%, (2) Fremont County Schools: All schools are "Not In School Improvement" after being identified for five years.
Side-by-Side Consulting	Frances Bessellieu M.Ed (Prek-12) Carrie Cole M.Ed (0-8) Linda Gutlohn (K-12) Martin Kozloff, PhD (K-12)	(1) Shoshone High School: From 2008-09 to 2009-10 in the 10th Grade ISAT: a 15% increase of students who scored proficient and a decrease by 15% of students in Basic and Below Basic from 2008-09 to 2009-10.
Velvet Bridge, Inc. SRI International	Susan D'Aniello, PhD. (Elementary and Secondary) Beverly Colombo M.Ed, AB.D. (Elementary and Secondary) Leslie Herod M.Ed (Secondary) Keith Lenz Ph.D (Secondary)	(1) California high school API gain for NCLB was 82% growth (129 points) for school wide and reading interventions, (2) Students in Oregon Striving Readers middle schools averaged 1-2 year gains in reading with an effect size of .27, (3) Students in California district high schools averaged at least 2 years gain in reading.

C. Project Management(iii)

The OPI is currently working in partnership with educational stakeholders across Montana to begin addressing the need for continuous school improvement towards increasing literacy achievement for all children. It is important to all stakeholders involved to build on current efforts toward the goal of developing a statewide comprehensive literacy initiatives aligned to college and career standards. High standards and students' ability to meet them will depend on effective literacy instruction across the curriculum. The development of strong literacy skills as a continuum of teaching and learning from birth through grade 12 is essential to ensuring that all young people graduate with the advanced skills essential for success in today's world. To ensure diversity of perspectives in the development of the MSRP each MT Statewide Community Partner, MT Literacy Team members, and MT OPI Statewide Divisions Team members were **1)** Given a detailed description of the grant application, **2)** Sent components of the

application to review, and **3)** Given the opportunity to provide input and feedback about the application. To ensure the continuation of these perspectives, the MT OPI Implementation Team will meet with the Statewide Teams quarterly as identified in Table 12.

SECTION D: ADEQUACY OF RESOURCES

D. Adequacy of Resources (i)

The MSRP is confident that the costs listed in Table 15 and in the budget narrative are reasonable in relationship to the MSRP's objectives, design, and significance. See Table 12 for activities listed under each MSRP Goal and Table 15 for an overview of the first year of funding that will support the implementation of those activities. Table I in the budget narrative provides exact costs of required MSRP activities and a detailed budget for a small and large LEA or Head Start program.

D. Adequacy of Resources (ii)

The OPI is fully confident and will ensure that SCRL subgrant funds are allocated using the 15, 40, 40 formula according to the structure of the eligibility criteria. LEAs may only include two elementary schools in addition to one middle school and one high school to help ensure that the proportionate funding of 40% to K-5 schools and 40% to middle and high schools can be met. The relatively smaller number of Head Starts, Early Head Starts, and district operated special education pre-schools will establish a smaller pool for which 15% of available funds will be appropriate. The OPI will absolutely ensure that the 15, 40, and 40 proportions are followed in approving the subgrant awards(see p. 39 for full explanation of meeting this criteria).

D. Adequacy of Resources (iii)

Table 15 clearly shows how the MT OPI and the LEAs and Head Start programs will integrate funds in order to maximize the impact of the MSRP and ultimately sustain the MT Literacy Plan.

Table 15: Overview of MSRP First-Year Costs

MSRP Goal	SEA Budget for MSRP Funds	SEA Budget: Leveraging Additional Funds	LEA and Head Start Program Budget for MSRP Funds	LEA and Head Start Program Budget: Leveraging Additional Funds
Goal 1	$0	$100,000- MT Literacy Framework	$0	$0

		Formula Grant		
Goal 2	$136,500	$20,000- additional personnel costs for OPI Divisions Team	$0	$6,000
Goal 3 Goal 5	$120,000	$300,000- additional personnel costs for OPI Implementation Team and travel	$163,000 to $263,000, based on child and student population	10% of Title I and Head Start funds
Goal 4	$58,500	$70,000- OPI Website resources, technology costs	$14,500 to $20,600, based on child and student population	Technology Costs to support Assessment Databases and technology purchases to meet competitive priority
TOTAL COSTS	$315,000	$490,000	$177,500-$283,600	$6,000 plus technology costs and 10% Title I funds

The MT OPI Implementation Team is already fully staffed and funded under state and federal funds. Thus, MSRP personnel costs will be limited to ensure sustainability of personnel beyond the MSRP funding. In addition, the OPI has extensive experience with federal literacy grants and has built over ten years of resources and personnel (5 of 6 team members have been with the OPI through REA, RF, ERF, and the RTI project). Also, the MT OPI Statewide Divisions Team is currently implementing many components of the MSRP through existing and ongoing efforts such as standards-based curriculum, five year planning processes, school improvement processes, RTI, PBIS (MBI), and ERF. OPI is committed to ongoing collaboration with community partners to provide high quality literacy instruction. The MT Statewide Literacy Team and MT Statewide Community Partners Team were included in the MSRP to ensure that all LEAs and Head Start programs will have access to the continuous school improvement processes to assist with sustainability of the MT Literacy Plan.

D. Adequacy of Resources (iv)

Using the eligibility criteria identified on p. 39, 112 LEAs and 150 Head Start programs are eligible to apply for the state subgrant competition. The MSRP has categorized the LEAs and Head Start programs by the number of students or children, and grant funds will be awarded based on the size of the LEA's and Head Start program's populations (see Table 16). In addition, the OPI has extensive experience in providing adequate funding for grant activities through subgrants and contracts within REA, RF, ERF, and RTI projects. A set funding amount of $200,000 per year worked for the mid-sized schools in REA,

but did not meet the needs of the largest schools. The range of approximate funding created for K-3 RF schools ($200,000 to $350,000) provided more than adequate funding for each school. Table 16 shows the range of funding for: **1)** required MSRP activities, and **2)** additional funding for LEAs and Head Start programs personnel, travel, equipment, materials, and supplies identified within the needs assessments and subgrant application, and **3)** the number of on-site support days from the MT OPI Implementation Team and Instructional Consultant Implementation Team.

Table 16: Funding and Support					
# of Students or Children	**Funds Needed Yearly**	**# of On-site Support Days per Month from OPI Implementation Team Member** (September-May)	**# of On-site Support Days per Month from Instructional Consultant** (October-April)	**Funds for Required MSRP Activities** (see * in Table I of budget narrative)	**Funds for Additional Needs identified in a LEA's or Head Start program's subgrant application**
1-200	$250,000	1	2	$100,000	$150,000
201-500	$300,000	2	4	$125,000	$175,000
500-750	$375,000	3	5	$150,000	$225,000
751+	$400,000	3	6	$175,000	$225,000

Based on this analysis, the MSRP is anticipating awarding between 25 and 35 subgrants, impacting over 8,000 children and students and 500 teachers. With additional state and federal funds ($400,000 per year) the OPI administrative budget is more than doubled. When LEAs and Head Start programs align their additional funds to their budgets, it will also increase by 40 to 50 percent (based on experience with RF and the RTI project) thus providing more than adequate funding. In addition, 10% of their Title I funds will directly support the activities listed within their subgrant applications. Based on this analysis, the MSRP is anticipating awarding between 25 and 35 subgrants, impacting over 8,000 children and students and 500 teachers, ultimately improving student literacy for the state of Montana.

MONTANA STRIVING READERS PROJECT
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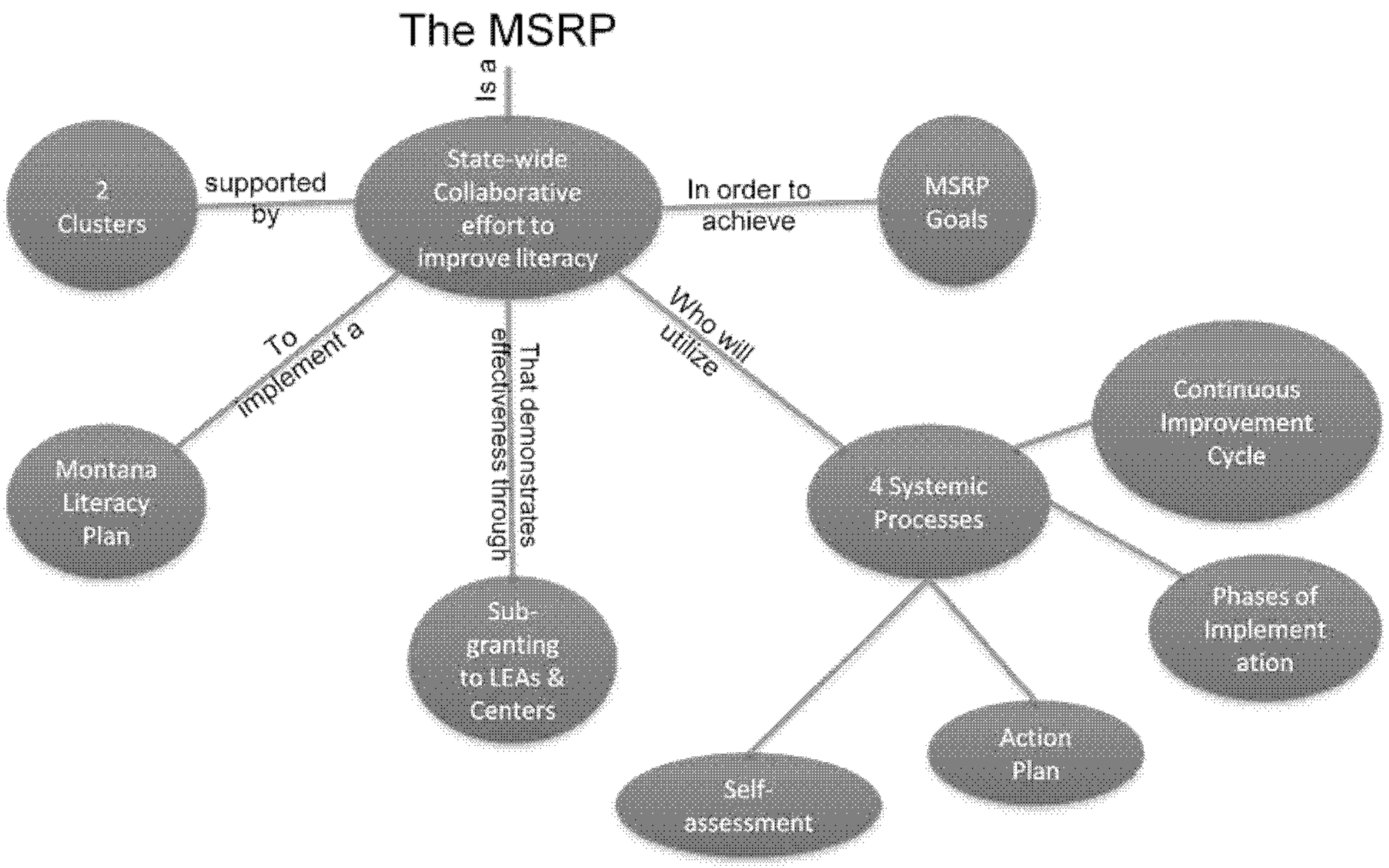

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1B. Priority 2: Enabling more Data-Based Decision-Making

To meet this priority, an applicant must propose a project that is designed to collect, analyze, and use high-quality and timely data, especially on program participant outcomes, in accordance with privacy requirements (as defined in this application) to improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools.

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1C. Priority 3: Competitive Preference Priority: Effective Use of Technology

To meet this priority, an applicant must (1) propose to use technology – which may include technology to support principles of universal design for learning (as defined in this application) to address student learning challenges; and (2) provide, in its application, an evidence-based (as defined in this application) rationale that its proposed technology program, practice or strategy will increase student engagement and achievement or increase teaching effectiveness.

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Response to Intervention Implementation Scale (RIS)

Introduction

Purpose of the RIS

The Response to Intervention Implementation Scale (RIS) evaluates the critical components of Response to Intervention implementation at a school. The RIS results are used to:

1. assess components that are in place,
2. determine goals for school-wide implementation,
3. evaluate on-going efforts toward school-wide academic support,
4. design and revise procedures as needed,
5. compare efforts toward school-wide academic support from year to year, and
6. determine readiness to identify students as Learning Disabled using through RTI.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff interviews and surveys. The following are steps required to gather the necessary information: 1) Identify contact person to collect documentation for RTI implementation; 2) Set up school access to RIS Survey; 3) Set up time to interview administrator, staff and conduct a walk through. It is important to get the school schedule before determining walk through times.

Products to Collect

1. _____	Program/School schedule for Literacy
2. _____	Intervention pathways and decision rules
3. _____	Universal screening data demonstrating grade level outcomes
4. _____	Annual Action Plan for meeting RTI goals
5. _____	List of core reading and literacy curricula and interventions
6. _____	Evidence of systematic progress monitoring
7. _____	Benchmark data (for as long as RTI has been implemented)

Using RIS Results

The results of the RIS will provide schools with a measure of the proportion of components that are 1) not in place, 2) in the exploring/planning phase, and 3) in the implementation/maintenance phases of development toward a systems approach to school-wide effective academic instruction.

Response to Intervention Implementation Scale (RIS)

School _____ **Date** _____

District _____ **State** _____

Step 1: Make Initial Contact

A. Identify school contact person & give overview of RIS page with the list of products needed.
B. Ask when they may be able to have the products gathered. Approximate date: _____
C. Get names, phone #'s, email address & record below.

Name_____ Phone_____

Email _____

Products to Collect

1. _____ Daily Literacy schedule
2. _____ Intervention pathways and decision rules
3. _____ Universal screening data demonstrating grade level outcomes
4. _____ Annual Action Plan for meeting RTI goals
5. _____ List of core reading and literacy curricula and interventions and decision rules
6. _____ Evidence of systematic progress monitoring
7. _____ Benchmark Data since beginning of RTI implementation
8. _____ Other related information

Step 2: Confirm the Date to Conduct the RIS

A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting staff interviews, & for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the RIS

A. Conduct administrator interview.
B. Tour school to conduct observations and interview (minimum of 10) and collect survey results.
C. Review products & score RIS.

Step 4: Summarize and Report the Results

A. Summarize surveys & complete RIS scoring.
B. Update school graph.
C. Meet with team to review results.
Meeting date & time: _____

Response to Intervention Implementation Scale
(RIS)
Scoring Guide

School _____ **Date** _____

District _____ **State** _____

Pre _____ **Post** _____ **RIS data collector** _____

Feature	Evaluation Question	Data Source (indicate sources used) P: Product; I: Interview; O: Observation	Score: 0-2
A. Consensus and Commitment	1. Is 80% of staff committed to implementing RTI with integrity? (0= 0-50%; 1= 51-79%; 2 = 80-100%)	Survey **S** Other _____	
	2. Does 90% of staff agree with administrator regarding the use of consensus building tools and procedures to manage change? (0= 0-50%; 1=51-89%; 2=90-100%)	Survey **S** Other _____	
	3. Does the school improvement plan list improving academic outcomes in targeted content areas as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2= 1st- 3rd priority)	School Improvement Plan, Interview **E** Other _____ **I**	
	4. Does the school budget contain allocated funding to build and maintain RTI activities? (0= no; 2= yes)	Interview **I** Other _____	
	5. Is professional development and time for planning based on staff and needs? (0= no; 2= yes)	Interview **I** Staff surveys/assessments Other_____ **E**	
B. Leadership	1. Can 90% of staff asked report that there is a school-wide team established to address academic support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews **I** Other _____	
	2. Is the administrator an active member of the school-wide RTI team? (0= no; 1= yes, but not consistently; 2= yes)	Interview **I** Other _____	
	3. Does the administrator report that team meetings occur at least monthly? (0= never; 1= < monthly; 2= at least monthly)	Interview **I** Other _____	
	4. Does the team have an action plan with specific goals that is less than one year old? (0= no; 2= yes)	Annual Plan, calendar **E** Other _____	
	5. Does the RTI leadership team have people that actively and regularly fill the following roles: Administrator, Data Coach, Content Coach, Internal Coach (0= 0-1 roles; 1= 2 roles; 2= 3-4 roles)	Interview **I**	
	6. Does the RTI team include teacher representatives from appropriate departments (grade level, special ed.)? (0= 0-50%; 1= 51-89%; 2= 90%-100%)	Interviews **I** Other _____	

Feature	Evaluation Question	Data Source (indicate sources used) P: Product; I: Interview; O: Observation	Score: 0-2
	7. Does the RTI leadership team meet once a month? (0= quarterly or less; 1= bimonthly; 2= monthly	Interviews Other _____ _____ **I**	
	8. Does the RTI team report activities and share school wide data at least three times a year? (0= no; 1=1-2 times; 2= 3 times)	Interviews **I** Other _____	
	9. The RTI team reports external activities and shares school wide data with external stake holders one time a year? (0= no; 2=yes)	Interviews Other _____ **I**	
C. Core Instruction	1. Are the following components in place by grade level: a) the set of content standard and benchmarks are written and accessible to all staff; b) the written core contains the essential learning for that content are (e.g. 5 Big Ideas in Reading)? (0= no components; 1= one component; 2= both components)	Instructional materials, Content Standards Other _____ **E**	
	2. Are the following components in place by grade level: a) sufficient time is spent on instruction as defined by current research; b) 80% of teachers providing core instruction meet pacing guidelines; c) primary instruction materials are evidenced based; d) primary instruction materials implemented as intended? (0= 0-1 components; 1= 2-3 components; 2= 4 components)	Schedules/Walk-through Results of Fidelity checks Completed pacing guides Other _____ **E**	
	3. Are cut scores established to identify high risk, some risk, proficiency and advanced students? (0= no 1; 2= yes)	Interviews Other _____ **I**	
	4. Are criteria set for satisfactory percent of students proficient receiving core alone? (0= no; 2= yes)	School Goals Other _____ **E**	
D. Intervention Instruction	1.Do students receiving supplemental or intensive instruction continue to receive full core instruction as appropriate (intensive students receive 90+ min or replacement core)? (0= yes; 2= no)	Interviews **I** Schedules Other _____ **E**	
	2. Are diagnostic measures used to identify instructional needs for supplemental and intensive students? (0= no; 2=yes)	Interviews Other _____ **I**	

Feature	Evaluation Question	Data Source (indicate sources used) P: Product; I: Interview; O: Observation	Score: 0-2
	3. Instructional planning addresses the following components: a) evidenced based interventions and strategies are identified for a variety of student needs; b) interventions are matched to student needs; c) Individual and group interventions are documented and include who, what where when, d) multiple factors are considered in matching the intensity of support to student need e) a plan is in place for assigning staff to deliver all necessary interventions and strategies? (0= 0-2; 1= 3-4; 2= 5)	Decision rules and interventions Intervention plans **E** Resource allocation plan Other _____	
	4. Are progress monitoring tools measuring skills being taught? (0= no; 2= yes)	Progress Monitoring Charts CBM tools **E** Other _____	
	5. Are interventions and strategies are delivered as intended? (0= 30% fidelity; 1=60%; 2=80-100%)	Fidelity Checks Pacing Guides **E**	
E. Assessment	1. Is there a system for collecting and summarizing all necessary student outcome data (e.g. electronic system, hard files)? (0= no; 1= data are collected 2= yes)	Interview **I** Data Reports Other _____ **E**	
	2. Does a standing team meet to analyze universal screening data each time it is gathered? (0= no; 1= grade level teams analyze own data; 2= yes)	Interview **I** Meeting Minutes Other _____ **E**	
	3. Do grade level teams meet regularly to analyze screening, diagnostic and formative assessment data at least monthly? (0= bi-annually; 1= quarterly; 2= monthly or bi/monthly)	Interview Other _____ **I**	
	4. Is the sufficiency of core examined and results used to establish next steps for curriculum delivery? (0= no; 2= yes)	Evaluation Report Other _____ **E**	
	5. Is Outcome evaluation data used to make necessary system changes (e.g. resource allocation and scheduling driven by student data? (0=no; 2=yes)	Data Reports Interview **E** Other_____ **I**	

Feature	Evaluation Question	Data Source (indicate sources used) P: Product; I: Interview; O: Observation		Score: 0-2
	6. Does the evaluation of supplemental and intensive include the following: a)progress monitored once a month for supplemental and twice a month for intensive; b)student performance is graphed; c) Decision making rules are used to evaluate students' rate of progress; d) appropriate actions are taken based on student progress relative to decision rules (0=0-1 items; 1=2-3 items; 3=4 items)	Progress monitoring graphs and schedules Decision Rules Other_____	**E**	
F. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide academic support (materials, training)?	Interview Other _____	**I**	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2= yes)	Interview Other _____	**I**	

Summary Scores:	A = /10	B = /19	C = /8	D = /8	E = /12
	F = /16	Mean = 12			

Administrator Interview Guide

Let's talk about your data collection system

1) Do you collect and summarize benchmark and progress monitoring data? Yes No
   If no, skip to #4.
2) What system do you use for collecting and summarizing benchmark and progress monitoring data?
   a) What data do you collect? _____
   b) Who collects and enters the data? _____
3) What do you do with the benchmark and progress monitoring data?
   a) Who looks at the data? _____
   b) How often do you share it with other staff? _____

Let's talk about your curriculum and interventions

4) Do you have an evidenced based reading program? Yes No If no, skip to # 10.
5) How often do you conduct fidelity checks? _____
6) How often do you assess implementation of effective instructional practices?

   _____
7) Do you have evidenced based interventions? _____

8) Do you regularly celebrate achievement success with staff? Yes No
   If no, skip to # 12.

Do you have a Leadership Team that addresses school-wide academic achievement? If no, skip to # 19

9) Has the team provided an RTI booster training for the staff this year? Yes No
10) Is your school-wide team representative of your school staff? Yes No
11) Are you on the team? Yes No
12) How often does the team meet? _____
13) Do you attend team meetings consistently? Yes No
14) Who is your team leader/facilitator? _____
15) Does the team provide updates to faculty on activities & data summaries? Yes No
    If yes, how often? _____
16) Do you have an out-of-school liaison in the state or district to support you on academic support systems development? Yes No
    If yes, who? _____
17) What are your top 3 school improvement goals? (
18) Does your school use student assessment data and fidelity data to determine professional development needs?
19) What is your mission statement (does it indicate the expectation that all children can learn)?

20) Does the school budget contain an allocated amount of money for building and maintaining school-wide academic support? Yes No

Survey Questions

Staff Survey Questions

Survey a minimum of 10 staff

1) What is your commitment level to RTI implementation
   a. Not at all b. Somewhat c. High level
2) Do you feel your administrator effectively uses consensus building tools to manage system changes?
   a. No use or ineffective use of tools b. Occasional use but would like more
   c. Effective use of tools
3) Do you diagnose student reading/math problems and provide small group instruction to address student deficits?
4) Do you meet with your grade level team and leadership team and problem solve students who are not making adequate progress?
5) Do you progress monitor your students in strategic interventions?
6) Do you progress monitor your students in intensive interventions?
7) What is the procedure for problem solving students who are not making progress?
8) Is there a school-wide team that addresses academic support in your building?
9) Are you on the team?

Team Member Interview Questions

1) Does your team use Benchmarking data to address systemic problems (e.g. curricula holes, lack of progress at a grade level or intervention tier?
2) Does your team review the benchmarking data with the staff three times a year? (
3) Who is the team leader/facilitator, time keeper, note taker, …?

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Birth to Age 5 (0-5) Self Assessment

This self-assessment tool is designed to be used by early learning programs and school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes the district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals and Head Start Directors walk-through all instructional settings weekly. These walkthroughs are both scheduled and random.				
Exploring	10. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.				
Exploring	2. Evidence-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts which includes early language and literacy development.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components*.				
Exploring	2. Educators have the necessary instructional materials to teach the early learning programs.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				
Exploring	4. Educators will utilize a multi-tiered system of support within				

	small groups to differentiate instruction for application of skills, reteaching, additional practice or challenge activities.				
Exploring	5. Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.				
Exploring	6. Educators have the necessary instructional materials for evidence-based intervention instruction.				
Exploring	7. Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.				
Exploring	8. Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.				
Implementing	9. Educators apply developmentally appropriate early literacy skills throughout the day across all content areas.				
Implementing	10. Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to students throughout the sequence of writing stages.				
Implementing	11. Educators allocate time for students to draw and write about stories read as well as everyday experiences.				
Sustaining	12. Educators guide students' use of technology as a component of effective early literacy instruction.				

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.				
Implementing	4. Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.				
Implementing	5. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	6. Progress monitoring is systematic, documented, and shared with educators in a timely manner.				
Implementing	7. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.				
Exploring	8. A school data collection system is in place and technology support is available.				
Exploring	9. On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.				
Implementing	10. Fidelity of assessment administration is regularly verified.				
Implementing	11. Individual student data is routinely reexamined to ensure disadvantaged students are making adequate progress.				

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. Early learning programs and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.				
Implementing	3. Professional development is based on student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the evidence-based programs for teaching literacy.				
Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on the four assessment types* and assessment procedures.				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six early language and literacy components.*				
Implementing	7. Educators understand the developmental progression of early language and literacy development.				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support including observations, coaching, mentoring, and problem-solving.				
Sustaining	10. Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEA's Action Plans.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective evidence-based literacy instruction and assessment procedures for all students.				
Implementing	4. Early learning programs and LEAs facilitate collaboration among all educators across levels.				
Implementing	5. On-site Leadership Implementation Teams and educators utilize date from the four assessment types* to make informed decisions to support the implementation of the MLP.				
Sustaining	6. Early learning programs and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.				

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate, society educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.				
Exploring	2. Early learning programs and LEAs understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families.				
Implementing	3. Early learning programs and LEAs have systems in place for helping families support children's learning at home.				
Implementing	4. Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents are involved in the problem-solving processes.				
Implementing	6. Early learning programs and LEAs sponsor and promote literacy activities and events.				
Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.				
Exploring	8. Early learning programs and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' early language and literacy development and school readiness.				
Sustaining	10. Early learning programs and LEAs recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring early literacy skills.				

*Notes:

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

IEFA- Indian Education for All

MLP-Montana Literacy Plan

SRB- Scientifically Research-Based

Six Early Language and Literacy Components- Oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, paraeducators, administrators, etc.

RTI-Response to Intervention

MBI- Montana Behavioral Initiative

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Elementary (K-5) Self-Assessment

This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.				
Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).				
Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction..				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.				
Exploring	2. LEAs will align their curriculum and the five components of reading*.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs core reading program is SRB* and includes the five components of reading*.				
Exploring	2. Educators have the necessary instructional materials for core reading program instruction.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				

Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.				
Exploring	5. LEAs utilize SRB* intervention program(s) and align the five components of reading* addressed in each of them.				
Exploring	6. Educators have the necessary instructional materials for the intervention program(s).				
Exploring	7. Time has been allocated to provide instruction of both the core program as well as the intervention program(s).				
Implementing	8. Educators embed explicit literacy instruction across the curriculum.				
Implementing	9. Educators apply literacy skills throughout the day across all content areas.				
Implementing	10. Educators allocate time for students to write about the texts they read.				
Implementing	11. Educators teach students the writing skills and processes that go into creating text.				
Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.				

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types. *				
Implementing	4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to				

	meet AYP.				
Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.				
Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	7. Progress monitoring is systematic, documented, and shared among staff.				
Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.				
Exploring	9. School data collection system is in place and technology support is available at district/school level.				
Exploring	10. A data analysis team is established and meets twice a month.				
Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).				
Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.				

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and Educators to continually improve.				
Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.				
Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on all assessments and				

	assessment procedures (who, where, when, and administration/scoring practice).				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the five components of reading*.				
Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).				
Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEA's literacy goals.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.				
Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.				
Implementing	5. On-site Leadership Implementation Teams and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on				

	needs for improvement.				
Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.				

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in the literacy development of children.				
Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.				
Implementing	3. LEAs have a system in place for helping families support children's learning at home.				
Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents and/or students are involved in the problem-solving processes.				
Implementing	6. LEAs sponsor and promote literacy activities and events.				
Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to kindergarten and from elementary to middle school.				
Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.				

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.				

*Notes:

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc.

MBI- Montana Behavioral Initiative

RTI- Response to Intervention

Appendix 2: 3 Sections Included:
Birth to Age 5 Self-Assessment (pages 1-8), Elementary Self-Assessment (pages 9-15), Secondary Self-Assessment (pages 16-22)

Secondary (6-12) Self-Assessment

This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the **sustaining** phase of implementation it is expected that the components introduced at the **exploring** and **implementing** phases will continue to be applied.

Leadership					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.				
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.				
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.				
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.				
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.				
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.				
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.				
Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.				
Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).				
Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.				

Standards					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.				
Exploring	2. LEAs will align their curriculum and the nine key elements* of adolescent literacy instruction.				
Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.				

Instruction and Intervention-					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs utilizes SRB* programs and strategies in Communication Arts and English classes.				
Exploring	2. Educators have the necessary instructional materials for their Communication Arts classes and English classes.				
Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.				

Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.				
Exploring	5. LEAs utilize evidenced-based intervention program(s) and align the components of reading* addressed in each of them.				
Exploring	6. Educators will have the necessary instructional materials for the intervention program(s).				
Exploring	7. Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).				
Implementing	8. Educators embed explicit literacy instruction across the curriculum.				
Implementing	9. Educators apply literacy skills throughout the day across all content areas.				
Implementing	10. Educators allocate time for students to write about the texts they read.				
Implementing	11. Educators teach students the writing skills and processes that go into creating text.				
Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.				

Assessment and Data-based Decision Making					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types.*				
Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.				
Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types. *				
Implementing	4. LEAs utilize state testing data to determine the factors for				

	low performance in subgroups that may be contributing to failure to meet AYP.				
Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.				
Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.				
Implementing	7. Progress monitoring is systematic, documented, and shared among staff.				
Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.				
Exploring	9. School data collection system is in place and technology support is available at district/school level.				
Exploring	10. A data analysis team is established and meets twice a month.				
Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).				
Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.				

Professional Development					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.				
Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and Educators to continually improve.				
Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.				
Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.				
Exploring	5. On-site Leadership Implementation Teams and educators				

	have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practices).				
Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six variables representing early literacy* and the five components of reading*.				
Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").				
Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.				
Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).				
Sustaining	10. Professional development facilitates the integration of the most recent reading/literacy research into the current teaching practices.				
Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.				

System-wide Commitment					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEA's literacy goals.				
Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.				
Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.				
Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.				

Implementing	5. Leadership and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.				
Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.				
Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI and RTI and conflicting initiatives have been extinguished.				

Community and Family Involvement					
Phase	Continuous Improvement Components	Current Status			Comments/Next Steps
		Already in Place	Not Feasible/ Inappropriate	Action Needed	
Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as stakeholders in the literacy development of children.				
Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.				
Implementing	3. LEAs have a system in place for helping families support children's learning at home.				
Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.				
Implementing	5. Parents and/or students are involved in the problem-solving processes.				
Implementing	6. LEAs sponsor and promote literacy activities and events.				
Implementing	7. LEAs collaborate with each other and families to ensure smooth transitions from middle school to high school and from high school to post secondary education.				
Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.				
Sustaining	9. LEAs establish and maintain both formal and informal				

	literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.				
Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.				

*Notes:

MLP- Montana Literacy Plan

IEFA- Indian Education for All

SRB- Scientifically Research-Based
Early language and literacy instruction- consists of oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Nine Key Elements of Adolescent Literacy Instruction-direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc…

MBI-Montana Behavioral Initiative

RTI- Response to Intervention

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Birth to Age 5 (0-5) Action Plan

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.		
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.		
	Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.		
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.		
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.		
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.		
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		
	Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.		
	Implementing	9. LEA Principals and Head Start Directors walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.		
	Exploring	10. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Standards	Exploring	1. Early learning program and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.		
	Exploring	2. Evidenced-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts which includes early language and literacy development.		
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Instruction & Intervention	Exploring	1. Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components.		
	Exploring	2. Educators have the necessary instructional materials to teach the early learning programs.		

	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		
	Exploring	4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, reteaching, and additional practice or challenge activities.		
	Exploring	5. Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.		
	Exploring	6. Educators have the necessary instructional materials for evidence-based intervention instruction.		
	Exploring	7. Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.		
	Exploring	8. Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.		
	Implementing	9. Educators apply developmentally appropriate early literacy skills throughout the day across *all* content areas.		
	Implementing	10. Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to students throughout the sequence of writing stages.		
	Implementing	11. Educators allocate time for students to draw and write about stories read as well as everyday experiences.		
	Sustaining	12. Educators guide students' use of technology as a component of effective early literacy instruction.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Assessment & Data-based Decision Making	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types*.		
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.		
	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.		
	Implementing	4. Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.		
	Implementing	5. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.		
	Implementing	6. Progress monitoring is systematic, documented, and shared with educators in a timely manner.		
	Implementing	7. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.		
	Exploring	8. A school data collection system is in place and technology support is available.		
	Exploring	9. On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.		
	Implementing	10. Fidelity of assessment administration is regularly verified.		
	Implementing	11. Individual student data is routinely reexamined to ensure disadvantaged students are making adequate progress.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Professional Development	Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.		
	Exploring	2. Early learning program and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
	Implementing	3. Professional development is based on student needs and goals as evidenced by student data.		
	Exploring	4. Educators have received adequate professional development on the evidence-based programs for teaching literacy.		
	Exploring	5. On-site Leadership Implementation Teams and educators have received professional development the four assessment types* and assessment procedures.		
	Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six early language and literacy components*.		
	Implementing	7. Educators understand the developmental progression of early language and literacy development.		
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.		
	Implementing	9. Educators have access to systems of support including observations, coaching, mentoring, and problem solving.		
	Sustaining	10. Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.		
	Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
System-wide Commitment	Exploring	1. Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEAs Action Plans.		
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MLP.		
	Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective evidence-based literacy instruction and assessment procedures for all students.		
	Implementing	4. Early learning program and LEAs facilitate collaboration among all educators across levels.		
	Implementing	5. On-site Leadership Implementation Teams and educators utilize data from the four assessment types* to make informed decisions to support the implementation of the MLP.		
	Sustaining	6. Early learning program/school and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.		
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Community & Family Involvement	Exploring	1. As beneficiaries of literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.		
	Exploring	2. Early learning programs and LEAs understand the importance of school, family, community partnerships and nurture reciprocal relationships with families.		
	Implementing	3. Early learning programs and LEAs have systems in place for helping families support their children's learning at home.		
	Implementing	4. Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.		
	Implementing	5. Parents are involved in the problem-solving processes.		
	Implementing	6. Early learning programs and LEAs sponsor and promote literacy activities and events.		
	Implementing	7. Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.		
	Exploring	8. Early learning program and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
	Sustaining	9. Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' early language and literacy development and school readiness.		
	Sustaining	10. Early learning programs recognize parent, community programs, and volunteers as resources to assist students in acquiring early literacy skills.		
	Exploring	11. Early learning programs recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring early language and literacy skills.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

*Notes:

IEFA- Indian Education for All

SBR- scientifically research-based

MLP- Montana Literacy Plan

Six early language and literacy components- Oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc.

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Elementary (K-5) Action Plan

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.		
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.		
	Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and grade level teacher team meetings on the MLP.		
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.		
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.		
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to a 3-5 year MLP.		
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		
	Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.		
	Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.		
	Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).		
	Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Standards	Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.		
	Exploring	2. LEAs will align their curriculum to the five components of reading*.		
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Instruction & Intervention	Exploring	1. LEAs core reading program is SBR* and includes the five components of reading*.		
	Exploring	2. Educators have the necessary instructional materials for core reading program instruction.		
	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		
	Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and formative and summative data.		
	Exploring	5. LEAs utilize SBR* intervention program(s) and aligned the five components of reading* addressed in each of them.		
	Exploring	6. Educators have the necessary instructional materials for the intervention program(s).		

	Exploring	7. Time has been allocated to provide instruction of both the core program as well as the intervention program(s).		
	Implementing	8. Educators embed explicit literacy instruction across the curriculum.		
	Implementing	9. Educators apply literacy skills throughout the day across *all* content areas.		
	Implementing	10. Educators allocate time for students to write about the texts they read.		
	Implementing	11. Educators teach students the writing skills and processes that go into creating text.		
	Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
Assessment & Data-based Decision Making	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types*.		
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.		
	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types*.		
	Implementing	4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.		
	Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.		
	Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.		
	Implementing	7. Progress monitoring is systematic, documented, and shared among staff.		

	Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.		
	Exploring	9. School data collection system is in place and technology support is available at district/school level.		
	Exploring	10. A data analysis team is established and meet twice a month.		
	Implementing	11. Fidelity of assessment is regularly verified checklists, outside observations, random checks).		
	Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
Professional Development	Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.		
	Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
	Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.		
	Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.		

	Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practice).		
	Exploring	6. On-site Leadership Implementation and educators have received professional development on the five components of reading*.		
	Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").		
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.		
	Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).		
	Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.		
	Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
System-wide Commitment	Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEA's literacy goals.		
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MT Literacy Plan.		

	Exploring	3. A multi-tiered system of support to provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.		
	Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.		
	Implementing	5. On-site Leadership Implementation Teams and educators analyzes results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.		
	Sustaining	6. LEAs align with other area programs/school to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.		
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
Community & Family Involvement	Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in the literacy development of children.		
	Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.		
	Implementing	3. LEAs have a system in place for helping families support children's learning at home.		
	Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.		
	Implementing	5. Parents and/or students are involved in the problem-solving processes.		
	Implementing	6. LEAs sponsor and promote literacy activities and events.		
	Implementing	7. Early education programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to Kindergarten and from elementary to middle school.		

	Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
	Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.		
	Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

*Notes:

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators, etc.

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively.

MBI- Montana Behavioral Initiative

RTI- Response to Intervention

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Secondary (6-12) Action Plan

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly defined and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI Framework.		
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out.		
	Implementing	3. On-site Leadership Implementation Teams provides monthly public updates at board, staff, grade level team meetings on the MLP.		
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.		
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.		
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to a 3-5 year MLP.		
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		
	Exploring	8. On-site Literacy Implementation Team are established and lead by the principal and meets monthly.		
	Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.		
	Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).		
	Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Standards	Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.		
	Exploring	2. LEAs will align their curriculum to the nine key elements* of adolescent literacy instruction.		
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Instruction & Intervention	Exploring	1. LEAs utilize SBR* programs and strategies in Communication Arts and English classes.		
	Exploring	2. Educators have the necessary instructional materials for their Communication Arts classes and English classes.		
	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		
	Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.		
	Exploring	5. LEAs utilize evidenced-based intervention program(s) and align the components of reading* addressed in each of them.		
	Exploring	6. Educators will have the necessary instructional materials for the intervention program(s).		

	Exploring	7. Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).		
	Implementing	8. Educators embed explicit literacy instruction across the curriculum.		
	Implementing	9. Educators apply literacy skills throughout the day across *all* content areas.		
	Implementing	10. Educators allocate time for students to write about the text they read.		
	Implementing	11. Educators teach students the writing skills and processes that go into creating text.		
	Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
Assessment & Data-based Decision Making	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessments types*.		
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.		
	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of four assessment types*.		
	Implementing	4. LEAs utilize state testing data to determine contributing factors for low performance in subgroups that may be contributing to failure to meet AYP.		
	Implementing	5. LEAs have a specific plan for improving scores for disadvantaged groups.		
	Implementing	6. Staff member(s) have been identified for collecting and disseminating data to eductators in a timely manner.		
	Implementing	7. Progress monitoring is systematic, documented, and shared among staff.		
	Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.		

	Exploring	9. School data collection system is in place and technology support is available at district/school level.		
	Exploring	10. A data analysis team is established and meets twice a month.		
	Implementing	11. Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).		
	Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
Professional Development	Exploring	1. On-site Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.		
	Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
	Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.		
	Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.		
	Exploring	5. On-site Leadership Implementation Teams and educators have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practice).		

	Exploring	6. On-site Leadership Implementation Teams and educators have received professional development on the six variables representing early literacy* and five components of reading*.		
	Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").		
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MT Literacy Plan.		
	Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).		
	Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.		
	Implementing	11. Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.		

Action Item(s)	**Who**	**What**	**When**
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	**Leadership Role**	**Consultant/State Team Role**	**Next Visit Steps/Focus**	**Next Site Visit Date**

Area for Action Plan	**Phase**	**Action to Be Taken**	**Yes No**	**Timeline**
System-wide Commitment	Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.		
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MT Literacy Plan.		
	Exploring	3. A multi-tiered system of support provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.		
	Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.		
	Implementing	5. Leadership and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.		

	Sustaining	6. LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.		
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI and RTI and conflicting initiatives have been extinguished.		

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

Area for Action Plan	Phase	Action to Be Taken	Yes No	Timeline
Community & Family Involvement	Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as stakeholders in the literacy development of children.		
	Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.		
	Implementing	3. LEAs have a system in place for helping families support children's learning at home.		
	Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.		
	Implementing	5. Parents and/or students are involved in the problem-solving processes.		
	Implementing	6. LEAs sponsor and promote literacy activities and events.		
	Implementing	7. LEAs collaborate with each other and families to ensure smooth transitions from elementary to middle school, from middle school to high school, and high school to post-secondary education.		
	Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
	Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.		
	Sustaining	10. LEAs recognizes parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.		

Appendix 3: Action Plan
3 Sections Included: Birth to Age 5 Action Plan (pages 1-8), Elementary Action Plan (pages 9- 15), Secondary Action Plan (pages 16- 22)

Action Item(s)	Who	What	When
	Principal		
	Leadership Team		
	Consultant		
	Other		

Date	Leadership Role	Consultant/State Team Role	Next Visit Steps/Focus	Next Site Visit Date

*Notes:

IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Nine Key Elements of Adolescent Literacy Instruction-direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, paraeducators, administrators, etc.

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively.

MBI-Montana Behavioral Initiative

RTI- Response to Intervention

Appendix 4: Resumes

Deborah Kaye Hunsaker

(b)(6)

CURRENT TITLE Instructional Innovations Unit Director, Office of Public Instruction

EDUCATION
M.A. Literacy with an emphasis in Diversity and Curriculum
Lesley College, 2000
B.S. Elementary Education
Southern Utah University, Cedar City Utah 1994

TEACHING
4 years Washington County School District, St. George, Utah
4 years East Helena School District, East Helena, MT
10 years Office of Public Instruction, Helena, MT
4 years (and current) Substitute Teacher

PROFESSIONAL EXPERIENCE

2008-Current	Instructional Innovations Unit Director
2009-Current	School Board Member
2009-Current	Board Member of the National Association for Reading Research in Practice
2009-Current	Early Reading First Director
2002-2009	Reading First Director
2004-2009	East Helena Quality Education Foundation President
2005-2006	Striving Readers Grant Reviewer, Department of Ed
2004-2008	Early Reading First Grant Reviewer, Department of Ed
2004-2007	State Reading First Grant Reviewer, CO, ID, NV
2001-2004	Reading Excellence Act Director
1994-2001	Classroom Teacher
1999-2000	Technology Grant Coordinator
1999-2000	Learn and Serve Co Coordinator
1996-1998	Literacy Trainer

GRANTS WRITTEN AND AWARDED

- Doing What Works: On-line Professional Development Implementation Award
- Early Reading First
- Montana Reading First
- Technology Literacy Challenge Fund
- Learn and Serve
- Eisenhower-Grab Bag Math
- School wide Bookstore Reading Incentive
- Washington County Education Foundation-Writing Center
- Washington County Education Foundation-Reading and Writing Center

SELECTED PRESENTATIONS (from over 150)

- Address for the Plain Talk About Reading Conference with Dr. Reid Lyon, New Orleans, LA. "The Success of Reading First and Continuation of Research Based Practices." March 2010.
- Presentations for Sopris Summer Institutes at Myrtle Beach, SC, Galveston Island, TX, and Tuscon, AZ. "Using Data for Instructional Decision Making." Summer 2010.
- Keynote Speaker for Colorado Department of Education, Denver, CO. "Struggling Learners." October 2008.
- Panel Address with Dr. Elfrieda Hiebert and Marilyn Jager Adams for the International Reading Association, San Antonio, TX. "Use of Technology with Professional Development." May 2004.
- Presentations for Montana Reading Institutes in Billings, Bozeman, Helena, Great Falls, and Missoula. Summer 2004-2010.

SELECTED CONSULTING AND TRAINING CLIENTS

- Numerous Schools, Districts, and CSPD Regions, in Montana and Nationally
- Colorado State Department
- Jones International University
- Bureau of Indian Education
- Arizona State Department
- Sopris West
- Side by Side Consulting
- Jackson Consulting
- Fort Bend Independent School District, TX

SPECIALIZED SKILLS AND TRAINING (partial list)

- Content Enhancement Strategies: University of Kansas
- Intervention and Prevention Programs for Elementary and Secondary
- Comprehensive Core Reading Programs
- Grant Writing and Management
- Use of Technology in Presentations and Instruction
- Standards Based Education
- Content Performance and Backwards Mapping
- Assessments to Inform Instruction (progress monitoring, diagnostic, screening, and outcome)
- Response to Intervention/Instruction (RTI)
- Differentiating Instruction
- Secondary Literacy Interventions
- Professional Learning Communities and Networking
- Content Area Strategies

PUBLICATIONS

Hunsaker, D.K. & Bessilleau, FB., (2010). *The Use of Whiteboards in Formative Assessment.* Direct Instruction Journal.

Hunsaker, D.K. & Peterson, C., (2004). *The Role of a Reading Coach*. Montana State Reading Council Journal, 21(1), 10-18.

Hunsaker, D.K. (2010). *The Reading Rug.* www.authorhouse.com.

SELECTED PUBLICATIONS FOR TEACHERS

- Instructional Innovations http://opi.mt.gov/Streamer/Instructional_Innovations/index.php
- Effective Instructional Routines for all Content Areas
- Comprehension: The Essence of Reading
- On-line professional development
- Vocabulary Booklet
- Program Specific Training
- Literature Circles
- Grab Bag Math
- Books Fall Open and You Fall In
- Rhyme Time

INTERESTS OUTSIDE OF EDUCATION

- My three boys
- Camping
- Lego Club
- Community Building
- Adolescents
- Technology
- Writing

Appendix 4: Resumes

TARA M. FERRITER-SMITH

(b)(6)

EXPERIENCE

2004-Current State of Montana Helena, MT

- Division of Education Opportunity & Equity
  Early Reading First Specialist
- Division of Special Education; RTI Coordinator
  IDEA Instructional Strategies Specialist
  -Coordinate and Facilitate Statewide RTI Efforts
  -Provide training and coaching to schools across the state in teaching language and literacy.

2004-2006 Trinity School District Canyon Creek, MT

- Canyon Creek Elementary School
  Multi-grade Teacher

2003-2004 Helena Community School Early Learning Center Helena, MT

- *Director of Operations*
- *Lead Preschool Teacher*

2002-2003 Helena Head Start Helena, MT

- *Four and Five Year Old Preschool Teacher*

1999-2002 East Helena School District East Helena, MT

- East Valley Middle School
  Middle School Art Teacher
- Radley Elementary School
  First Grade Teacher

Summer 1998 Helena School District Helena, MT

- Front Street Learning Center
  Special Education Teacher

1997-1998 Golden Triangle Community Mental Health Helena, MT

- Smith Elementary School
  Recreational Therapist

1992-1995 Shodair Residential Treatment Center Helena, MT

- *Child Support Specialist*

EDUCATION

2001-Present *Post Graduate Continuing Education*

- *Western Governors University* Salt Lake City, UT GPA: 4.0
  Masters of Science: Educational Leadership
- *University of Montana-Western* Helena, MT GPA: 4.0
  Credits: 4 Class: Early Childhood Development
- *Montana State University-Billings* Billings, MT GPA: 4.0
  Credits: 1 Class: Project Success Language and Visual Art
- *University of Montana-* Missoula, MT GPA: 4.0
  Credits: 9 Classes: Integrating Technology into The Classroom

1993-1997 *Carroll College* Helena, MT GPA: 2.9
Bachelor of Arts: Elementary Education

CONFERENCES/TRAININGS/WORKSHOPS

- Presenter Across Montana and Colorado (RTI Implementation)-2008-Present
- Presenter Colorado Reading First (Reading Instructional Strategies)-2007
- Presenter Kindergarten Conference (Phonemic Awareness and Phonics)-2007
- Presenter Montana CSPD (Vocabulary, Fluency, Comprehension)-2007
- Presenter Montana Region 5 CSPD (Using Assessment to Writing IEP's)-2007
- Presenter Montana Title I Conference (Intervention Strategies)- 2007
- Presenter Observation and Assessment for Preschool Teachers- 2007
- Presenter Teaching Fluency -2007
- Presenter Teaching Phonological Awareness and Phonics-2007
- Presenter National ACRES Conference (Assessment)-2007
- Presenter MCEC Conference (Using Assessments to write IEP Goals)- 2007
- Presenter Reading Interventions Strategies for Special Education - 2006, 2007
- Presenter 2nd Grade Academy (Vocabulary)- 2006
- Presenter Regional Headstart Conference (Buggy About Literacy)-2003

COMMITTEES

- Statewide Committees and Educational Stakeholder Teams: 2008-Present
- DPHHS Grant Evaluation Committee: 2007
- MTAEYC Professional Development Committee: 2005
- MTAEYC Public Policy Committee: 2004
- Funland Steering Committee, Festival of Trees: 2001, 2002, 2003
- Teacher Assistance Team (TAT): 2001-2002
- Reading Excellence Grant Writing Committee: 2002
- Technology Curriculum Committee: 2000-2002
- Communication Arts Curriculum Committee: 2000-2002
- Technology Literacy Committee: 1999-2001

SPECIALIZED TRAINING

- All ERF Programs and Assessments: 2009-Present
- Developed Research-based Train the Trainer Modules: 2008-Present
- DIBELS Training of the Trainers-2007
- Sopris West Coaches Training- 2007
- OSEP Project Directors' Conference- 2006
- Sopris West Six Minute Solution Training, Gail Adams- 2005
- Montana State Reading Conference-2005
- Western States Leadership Conference-2005
- Reading Instruction (SBRR)-2004
- Western States Leadership Conference-2003
- Reading Instruction (SBRR), Reid Lyon/Phyllis Hunter-2003
- Reading Excellence Conference, Anita Archer-2002
- NCTM Math Conference-2002
- MTAEYC Conference-2002
- Sexual Harassment Prevention Training- 2002
- Reading Instruction, Susan Bailey-Anderson-2001
- MEA Conference-1999, 2000, 2001

- Time To Teach- 2001
- Interest Based Bargaining- 2000
- Mandt, Nonviolent Crisis Intervention Training- 1995, 1997, 1999
- Early Childhood Movement and Music- 1998

REFERENCES

- Mrs. Debbie Hunsaker, Reading First Director: Office of Public Instruction; 1300 11th Ave.; Helena, MT 59601; (406) 444-0733.
- Ms. Susan Bailey-Anderson, SPDIG Coordinator: Office of Public Instruction; 1300 11th Ave.; Helena, MT 59601; (406) 444-0923.
- Mrs. Marsha Davis, County Superintendent: Lewis and Clark County; 316 N. Park St..; Helena, MT 59601; (406) 447-8344.

KATHI TIEFENTHALER

(b)(6)

PROFESSIONAL WORK EXPERIENCE

Title I School Support Unit Director
Office of Public Instruction – Helena, Montana Aug 2010-Current

Responsibilities

- *Project Manager/Supervisor*
  - Supported and supervised thirty School Improvement Consultants, Scholastic Review Team Members and office staff throughout the implementation of the program
  - Visited schools in improvement with School Improvement Consultants to ensure alignment of activities, effective communication and support for all school staff
  - Collect, analyze and create action plans based on information and data collected at the schools to improve the quality of support for all schools
  - Coordinated schedules, time and travel for employees to ensure fiscal responsibility
- *Trainer/Presenter*
  - Provided trainings to establish consistent and effective support of schools in improvement
  - Presented at the state Title I conference as a keynote speaker
- *Coordinator*
  - Coordinated efforts between other state agency units including Instructional Innovations, Licensure, Indian Education for All and Special Education to promote common language and approaches for schools in improvement

Montana Reading First Specialist
Office of Public Instruction - Helena, Montana Dec 2003-Aug 2010

Responsibilities:

- *Data Manager*
  - Supervise administration, quality control, and demographic accuracy for all DIBELS Data for Reading First Schools
  - Manage the coordination of data with the external evaluators of the program and troubleshoot when necessary
  - Analyze DIBELS data to assist schools and project in determining the next step of instruction
  - Used and managed the data using University of Oregon or AIMSweb throughout the program
  - Oversaw the projects data creating various reports and analyses used to present our state's data

- *Technical Support*
  - Ensure alignment of nine Montana schools' activities to the Montana Reading First grant and to the local Reading First grant during monthly visits and conference calls
- *Trainer/Presenter*
  - Provide training for teachers, reading coaches, and principals based on need including DIBELS training, early literacy concepts, instructional strategies and more
  - Present information at state meetings and Reading First meetings
- *Reporter*
  - Provide the Director of Reading First written reports of school visitations including reflections on school data
- *Assistant*
  - Helped schools develop data meetings to discuss the project, district, school, grade and individual student data and what the analysis determines

Sixth Grade Teacher
East Valley Middle School - East Helena, Montana Fall 1997 - Winter 2003
Reading Fellow for the REA Grant
Helena, Montana Spring 2002 – Spring 2004

Fifth Grade Teacher
Lincoln Elementary - Glendive, Montana Fall 1995 – Spring 1997

EDUCATION

Master of Education in Literacy:
Lesley University – Helena, MT – 2000

Bachelor of Science in Elementary Education:
Moorhead State University – Moorhead, MN - 1990

Appendix 4: Resumes

Gwen J. Poole

"Throughout lessons, Gwen is able to scaffold instruction for all students while maintaining high levels of student engagement…"
Courtney Peterson, Reading First Specialist

"She has become an expert in systematic, explicit instructional techniques and has assisted teachers with implementing these ideas in their classrooms."
Holly Bailey, Pine Butte Elementary Principal

Professional Statement
Beyond the "what" and "how" of teaching I am an educator who is passionate about the education of children and am relentless in lessening achievement gaps.

Education
1991-1996
Bachelor of Science in Elementary Education with a K-12 Spanish Language Teaching Endorsement

Employment
2011-Present, Instructional Specialist, Montana Office of Public Instruction

2009-2011, Response to Instruction Consultant, Montana Office of Public Instruction

2010-2011, SRA Consultant-Corrective Reading & Reading Mastery

2006-2011, Title 1 (K-5) Instructor, Pine Butte Elementary, Colstrip, MT

2006-2007, Gifted and Talented Instructor (K-5), Pine Butte Elementary, Colstrip, MT

2005-2006, Reading First Reading Coach, Lame Deer Elementary, Lame Deer, MT

1998-2005, First Grade Teacher, Lame Deer Elementary, Lame Deer, MT

1996-1998, Kindergarten Teacher, Lame Deer Elementary, Lame Deer, MT

Award

2002-2003 Lame Deer Schools Teacher of the Year

Committees Served

Reading Leadership Team-Pine Butte Elementary & Lame Deer Elementary

7398 Castle Rock Lake
Drive, Colstrip, MT
59323-2374
406.672.3022
gpoole@mt.gov

Communication Arts Committee-Pine Butte Elementary
Title 1 Committee-Pine Butte Elementary
Student-Teacher Assistance Team-Pine Butte Elementary
Meaningful Works Facilitator-Pine Butte Elementary & Lame Deer Elementary
Montana Behavioral Initiative Facilitator-Lame Deer Elementary
School Improvement Committee-Lame Deer Elementary
Discipline Committee-Lame Deer Elementary
Selection Committee-Lame Deer Elementary

Appendix 4: Resumes

Kristine P. Goyins

(b)(6)

Certification Montana State Certification in Elementary Education (K-8)

Education National Board Certification – Take One, 2011
Graduate Studies
University of Montana, Missoula, MT
Montana State University, Bozeman, MT
Coursework for Special Education Endorsement
Carroll College, Helena, MT, 2001-2003
B.A. in Elementary Education, 1992
University of Montana, Missoula, MT
Undergraduate Studies, 1987-1989
Southern Connecticut State University

Professional Experience

2009-present **Office of Public Instruction, Helena, Montana**
Communication Arts Curriculum Specialist
Duties include providing assistance to school in curriculum development, annual progress reporting, Five Year Comprehensive Education Planning, and school improvement. Plan and deliver professional development in standards-based instruction, Montana Communication Arts Standards, Common Core State Standards, and technology integration. Provide professional development and technical assistance to districts for the Surveys of Enacted Curriculum. Facilitated the writing of the Communication Arts Standards, Benchmarks, and Essential Learning Expectations and Montana State Literacy Plan.

2001-2009 **Elliston School, Elliston, Montana**
Teacher: 3, 4, 5 Teacher 2001 - 2002 - all subject areas
4, 5, 6 Teacher 2002 - 2003, 2007 - 2009- all subject areas
5, 6 Teacher 2003 - 2007 - all subject areas
7, 8 Science 2006 - 2009
Duties included planning and presenting lessons to students. Analysis of student data (MontCAS, IOWA, and classroom assessments), to assist with planning of instruction. Assisted with writing the Five-Year Comprehensive Education Plan and yearly action plans. Planned annual science fair, field trips, and annual outdoor education trip.

1992-1994 **Arlee School District, Arlee, Montana**
Hellgate Elementary School, Missoula, Montana
Substitute Teacher: Grades K-12 and Special Education

Professional Development

2010-2011 Common Core State Standards Implementation Planning, Effective Schools Team Training, Montana University System Writing Assessment scoring, Surveys of Enacted Curriculum, International Reading Association Conference, Montana State Reading Conference, Measured Progress Reading MontCAS items review

2009-2010 Effective Schools Team Training, ETS Standard Setting, Surveys of Enacted Curriculum coding, Formative Assessment with Margaret Heritage, PROTECS PSATT Instructional Technology Grant participant, Montana University System Writing Assessment scoring, Writing Intervention Now grant participant, Indian Education for All Conference, Measured Progress Reading MontCAS item review

2008-2007 Indian Education for All Conference, Member of the OPI Essential Learning Expectations writing team for Science, PROTECS PSATT Instructional Technology Grant participant, Measured Progress Science MontCAS item and bias review, Surveys of Enacted Curriculum Coding team member, participated in a Ready to Go Grant for Indian Education integration, State Accreditation team member for the teacher preparation review of Montana State University Bozeman, member of the Montana Science Content Standards writing team, Writing Intervention Now grant participant

T E R R I A . B A R C L A Y

(b)(6)

TEACHING EXPERIENCE

- **Early Grades Instructional Specialist ,** Montana Office of Public Instruction Helena, MT. March 2010-current
- **Special Education Teacher (K-12),** St. Regis Elementary. Aug. 2006-July 2009
- **Second Grade**, St. Regis Elementary. Aug. 2003-2006
- **On-site Technology Coordinator,** St. Regis Aug. 2004-June 2009
- **Second/Third Grade Combination**, St. Regis Elementary Aug. 2002-2003
- **Third Grade**, St. Regis Elementary Sept. 1995-2002
- **Title 1**, St. Regis Elementary. May 1995-June 1995; End of Year paperwork
- **Student Teaching**; Superior Elementary, Superior, MT 9weeks/1st Grade Jan-Mar 1995)
  St. Regis Elementary, St. Regis, MT 9weeks/4th Grade (Mar-May 1995)
- **Internship**; Lowell Elementary, Missoula, MT. One Semester to co-teach thematic unit on "Space".
- **Volunteer**; Superior Elementary. Kindergarten and Special Ed. Classrooms.

OTHER TEACHING RELATED ACTIVITIES

- **St. Regis Book Mobile; St. Regis, MT 2006-2009**
- **Big Sky Fitkids; St. Regis School 2008, 2009**
- **Technology Academy Afterschool Program; St. Regis School 2009**
- **Adult Education Coordinator; St. Regis School 2008-2009**
- **YMCA Space Camp; Missoula MT Summer 2004**
- **Summer Space Camp; Superior, MT Grades 4-8 2001-2004**
- **Summer Technology Camp; Superior, MT Grades K-8 2001-2004**
- **Kindergarten Club after school program 2003-2004 School year**
- **Young Astronauts Club 1999-2004 School year; Superior and St. Regis, MT**
- **Star Lab, Spring 2000**
- **Mars Millennium Project; 2000**
- **Stardust, In-service training for teachers across state of Montana; Team-teach space lessons in K-8 classrooms across state of Montana.**

EDUCATION

University of Idaho-CDA; ***Masters of Education: degree complete 2011***
MSU-Billings- ***Special Education Endorsement: degree complete 2005***
Continuing Education: ***UM Missoula, Missoula, MT ; UI-Couer d'Alene, ID; MSU Bozeman Bozeman, MT; City University, Spokane, WA***
Master Teacher for Student Teachers; 1998-1999 , 1999-2000, and 2002-2003 school years
University of Montana-Missoula: **BA in Elementary Education; 1991-1995**
Superior High School **Superior, Montana; 1984-1987**

PROFESSIONAL EXPERIENCE

- **Consultant for Special Education: St. Regis Schools; current**
- **Instructional Technology Trainer/Consultant: Smart Board, Best Practices; 2008-current**
- **TIC TOC; PSATT Grant; participant 2003-current**
- **Instructional Coaching; Jim Knight training; participant 2008**
- **Communications Arts Curriculum; St. Regis, MT Fall 2008**
- **Montana Full-Time Kindergarten Model Curriculum Project; OPI March 2008-October 2008**
- **ITSC Technology Conference; presenter 2007**
- **Civil Air Patrol; member and teacher**
- **Reading Excellence Grant; Grant writer and teacher; 2002-2004**
- **Montana Tales Grant; participant**
- **NEW (NASA Educational Workshop) Participant; JPL, Summer 1999**
- **Space Camp for Educators; July 1996**
- **MISTA, School Accreditation team**
- **Education for the Future Initiative; 1998**
- **TIE Grant; Montana Training for Inclusive Education**
- **Literacy Learning in the Classroom; 1997, 1998**
- **Exploring Science & Mathematics Content, and Exemplary Teaching Practices in the Elem. Classroom**
- **Math Solutions, Marilyn Burns**

OUTSTANDING ACHIEVMENTS

Nomination for Montana Teacher of the Year. 2006-2007
Nomination of Sallie Mae First Class Teacher Award for first year teachers. 1995-1996

References:

Patty Kero~ University of Montana
Becky Aaring~ Highwood School Highwood, MT 406-733-2393
Jenifer Cline~ Director of Special Education Sanders County Coop 406-396-3699
Don Almquist~ 406-280-0225

Appendix 4: Resumes

Appendix 5: Continuous Improvement Components Chart

High performing schools are characterized by……

Leadership				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.			
Exploring	On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.			
Implementing	On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.			
Exploring	On-site Leadership Implementation Teams have identified 3-5 year performance targets.			
Exploring	On-site Leadership Implementation Teams have defined annual literacy performance targets.			
Exploring	On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
Exploring	On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.			
Exploring	On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.			
Implementing	LEA Principals and Head Start Directors walk-through all instructional settings weekly. These walkthroughs are both scheduled and random.	LEA Principals walkthrough all instructional settings weekly. These walk-throughs are both scheduled and random.		
Exploring	On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.			
Standards				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.	LEAs will align their curriculum to the MT Standards for English Language Arts.		
Exploring	Evidence-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language	LEAs will align their curriculum and the five components of reading*.	LEAs will align their curriculum and the nine key elements* of adolescent literacy instruction.	

	Arts which includes early language and literacy development.		
Implementing	Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies program-wide.		

Instruction and Intervention				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components.	LEAs core reading program is SBR* and includes the five components of reading*.	LEAs utilizes SBR* programs and strategies in Communication Arts and English classes.	
Exploring	Educators have the necessary instructional materials to teach the early learning programs.	Educators have the necessary instructional materials for core reading program instruction.	Educators have the necessary instructional materials for their Communication Arts classes and English classes.	
Exploring	Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.			
Exploring	Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, reteaching, and additional practice or challenge activities.	Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.		
Exploring	Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.	LEAs utilize SBR* intervention program(s) and align the five components of reading* addressed in each of them.		
Exploring	Educators have the necessary instructional materials for the evidence-based intervention program(s).			
Exploring	Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.	Time has been allocated to provide instruction of both the core program as well as the intervention program(s).	Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).	

Appendix 5: Continuous Improvement Components Chart

Exploring	Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.	Educators embed explicit literacy instruction across the curriculum.		
Implementing	Educators apply developmentally appropriate early literacy skills throughout the day across *all* content areas.	Educators apply literacy skills throughout the day across *all* content areas.		
Implementing	Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to student throughout the sequence of writing stages.	Educators allocate time for students to write about the texts they read.		
Implementing	Educators allocate time for students to draw and write about the stories read as well as everyday experiences.	Educators teach student the writing skills and processes that go into creating text.		
Sustaining	Educators guide students' use of technology as a component of literacy instruction.			
Assessment and Data-based Decision Making				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types*.			
Exploring	A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.			
Implementing	Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.			
Implementing	Not applicable	LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.		
Implementing	Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.	LEAs have a specific plan for improving scores for disadvantage groups.		

Appendix 5: Continuous Improvement Components Chart

Implementing	Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.			
Implementing	Progress monitoring is systematic, documented, and shared among staff.			
Implementing	Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.	Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual student.		
Exploring	A school data collection system is in place and technology support is available.	School data collection system is in place and technology support is available at district/school level.		
Exploring	On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.	A data analysis team is established and meets twice a month.		
Implementing	Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).			
Implementing	Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.			
Professional Development				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams prepare and communicate with all staff on annual MLP professional development plan.			
Exploring	Early learning programs and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.	LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
Implementing	Professional development is based on the student needs and goals as evidenced by student data.			
Exploring	Educators have received adequate professional development on the evidence-based programs for teaching literacy.	Educators have received adequate professional development on the programs they are expected to teach.		
Exploring	On-site Leadership Implementation Teams and educators have received professional development on the four assessment types* and assessment procedures.			
Exploring	On-site Leadership Implementation Teams and educators have received	On-site Leadership Implementation Teams and educators have received professional development on the five components of reading*.		

	professional development on the six early language and literacy components.	
Implementing	Educators understand the developmental progression of early language and literacy development.	Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").
Sustaining	Systems are in place for providing professional development for new staff with regard to the MLP.	
Implementing	Educators have access to systems of support including observations, coaching, mentoring, and problem-solving.	
Sustaining	Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.	Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.
Implementing	Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.	

System-wide Commitment				
Components	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEAs Action Plans.	LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.		
Exploring	Educators, unions, and other community partners understand and are committed to the MLP.			
Exploring	A multi-tiered system of support to provides guidance for delivering comprehensive, effective evidence-based literacy			

	instruction and assessment procedures for all students.			
Implementing	Early learning programs and LEAs facilitate collaboration among all educators across levels.	LEAs facilitate collaboration among all educators at all grade levels.		
Implementing	On-site Leadership Implementation Teams and educators analyze data from the four assessment types* to make informed decisions to support the implementation of the MLP.	On-site Leadership Implementation Teams and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.		
Sustaining	Early learning programs and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.	LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.		
Implementing	Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.			
Community and Family Involvement				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in literacy development of children.		
Exploring	Early learning programs and LEAs understand the importance of school, family, community partnerships and nurture reciprocal relationships with families.	LEAs understand the importance of school, family, community partnerships and develop reciprocal relationships with families.		
Implementing	Early learning programs and LEAs have systems in place for helping	LEAs have a system in place for helping families support children's learning at home.		

	families support their child's learning at home.			
Implementing	Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.	LEAs have a system in place for effectively communicating with families in various and meaningful ways.		
Implementing	Parents are involved in the problem-solving process.	Parents and or students are involved in the problem-solving process.		
Implementing	Early learning programs and LEAs sponsor and promote literacy activities and events.	LEAs sponsor and promote literacy activities and events.		
Implementing	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to kindergarten and from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from middle school to high school and high school to post secondary education.
Exploring	Early learning programs and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.	LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
Sustaining	Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' language and	LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.		

	literacy development and school readiness.	
Sustaining	Early learning programs and LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.	LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.

* Notes:
IEFA- Indian Education for All

MLP-Montana Literacy Plan

SRB- Scientifically Research-Based

Six Early Language and Literacy Components- Oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills.

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

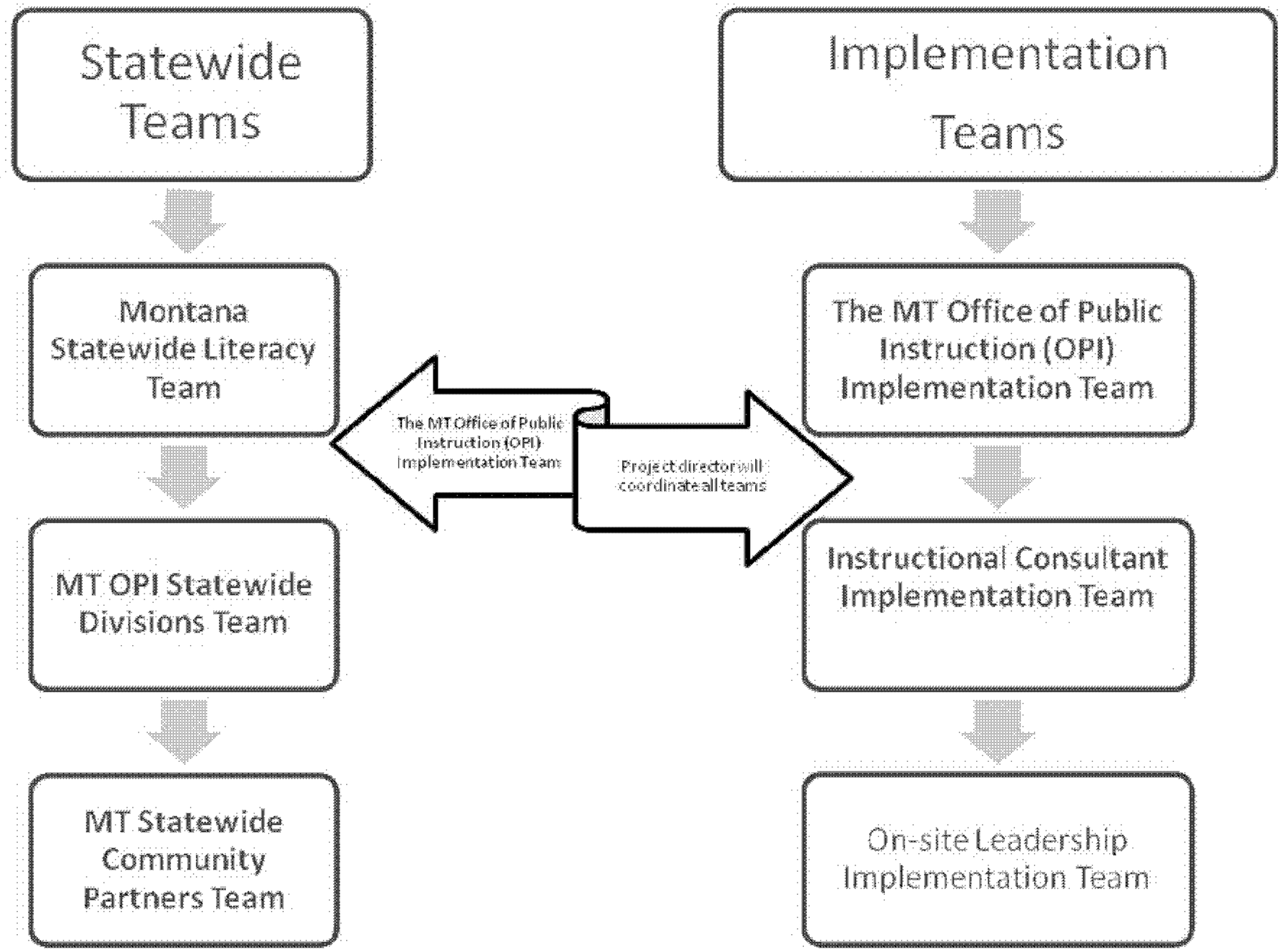
Nine Key Elements of Adolescent Literacy Instruction-direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, paraeducators, administrators etc…

RTI-Response to Intervention

MBI- Montana Behavior Initiative

Appendix 6: Statewide Teams: Montana Statewide Literacy Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team



The project director, Debbie Hunsaker will coordinate all Statewide Teams. Debbie is also a member of the OPI Implementation team. The Statewide Teams are clearly defined in the charts listed below. For additional information on the Implementation Teams, please see Table 13 and 14.

MT OPI Statewide Divisions Team	
Accreditation Special Education Career and Technical Title One Indian Education For All Measurement and Accountability	The OPI Implementation Team and a specialist from each identified division will meet in quarterly to share the project data and progress of meeting goals. Analysis of data will determine further supports needed from each division. This collaborative effort will greatly enhance buy-in and a statewide approach to effectively implementing the MT Literacy Plan.
Special Education Tim Harris, Division Administrator	The OPI Implementation Team will be provided support from a specialist from the Special Education Division to review data as it pertains to students identified as needing Special Education services.
Career and Technical Education (CTE) T.J. Eyer, Division Administrator	The OPI Implementation Team will be provided support from a specialist from the CTE Division with secondary schools.
Indian Education Division Mandy Smoker Broadus, Division Administrator	The OPI Implementation Team will be provided support from a specialist from the Indian Education Division to not only provide assistance with Native American student achievement, but also the constitutionally mandated requirement for Indian Education for All.
Accreditation Division Linda Peterson, Division Administrator	The OPI Implementation Team will meet quarterly with the accreditation division at the Office of Public Instruction to ensure that all MSRP funded schools have aligned materials and curricula to the MT Standards for English Language Arts and have incorporated their Action Plan (see Appendix 3) into their Comprehensive School Improvement Plan (CSIP).
Measurement and Accountability Division	The OPI Implementation Team and the specialist from the division of Measurement and Accountability will meet the first Monday of every month to discuss the needed support for all funded schools and centers in effectively using the data systems the OPI requires.
Title One BJ Granbery, Division Administrator	The OPI Implementation Team will work collaboratively with the Title One School Support Teams to coordinate OPI required school improvement efforts with grant requirements with Title One identified schools.

Appendix 6: Statewide Teams: Montana Statewide Literacy Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team

MT Statewide Community Partners Team		
Community Organization	**Description**	**Contact**
The OPI Implementation Team	The OPI Implementation Team will meet quarterly with partners listed in this table to share program data, and to collaborate and implement evidence-based language and literacy instruction and assessments for early learning programs.	Debbie Hunsaker, Project Director of OPI Implementation Team
Montana Head Start	The Head Start/State Collaboration Office is commissioned to work with Head Start, State Government and all other key partners in building effective Early Childhood Systems that are integrated and comprehensive and that effectively meet the needs of all low income children.	Mary Jane Standaert
Montana MBI	MBI is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students.	Susan Bailey-Anderson
Montana School Board Association (MTSBA)	The Montana School Boards Association (MTSBA) is a statewide association of public school boards whose mission is to encourage and advance public elementary and secondary education through the unique American tradition of local citizen responsibility.	Bob Vogel
School Administrators of Montana (SAM)	The School Administrator's of Montana is an umbrella organization made up of five affiliate associations serving over eight hundred educational leaders across the state.	Darrell Rud
HOPA Mountain Story Makers	Hopa Mountain's StoryMakers program is an early learning initiative that offers parents* of children ages 0–5 proven tools to support them in creating a home environment that gives their children the best chances for success in school	Bonnie Sachatello-Sawyer

Montana Early Childhood Project (ECP)	The Montana ECP is dedicated to improve the quality of programs & services for Montana's children & their families	Libby Hancock

MT Statewide Literacy Team		
	MT Literacy Team Member	**Experience and Area of Expertise**
Birth to age 5	Colette Getten	Skyline Early Reading First Coach
	Denielle Miller	Early Childhood Specialist
	Sharon DiBrito	Early Childhood Care Provider
Elementary Education	Robin Nansel	K-6 Elementary Teacher and Instructional Coach
	Trish Shults	Pre-K – High School Special Education and Gifted
	Margaret Brown	K-6 Developmental Reading Teacher
	Karol Gustin	2-8 Instructional Reading Teacher
Middle School	David Lee Christensen	7/8 Language Arts Teacher
	Mary McGarry Burke	K-12 Instructional Coach
Secondary Education	Kathy Pfaffinger	High School
	Perri Sherrill	High School English
Post-Secondary Education	Dr. Jan LaBony	Post-secondary

Appendix 6: Statewide Teams: Montana Statewide Literacy Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team

Office of Public Instruction	Terri Barclay	Early Grades and Early Childhood Instructional Specialist
	Kris Goyins	Communication Arts Instructional Specialist
	Debbie Hunsaker	Instructional Innovations Unit Director

Appendix 7: Continuous School Improvement Plan Monitoring Process

Jan.-May 2012	State Documentation/ Measurement Tool	Person(s) Responsible	Time Frame/ Deadlines
Assess Current Status	On-site Leadership Implementation Team Self Assessment	On-site Leadership Implementation Team	Due third week in Jan.
	Response to Intervention Implementation Scale (RIS)	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Jan.
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Jan.-May after each site visit
Develop a Plan of Change	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Jan.
Implement ation of the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Jan.-May after each site visit
Monitor the Implementation Plan	Grade-Level Team Meeting Notes	Grade Level Teacher Teams	Monthly Reports Jan.-May
	Site Visit Notes	Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May after each site visit
Monitor the Impact of the Plan	Student Data (ISIP, DIBELS/AIMSweb)	On-site Leadership Implementation Team	All Students, due third week in Jan., Progress Monitoring Data for students in disadvantaged subgroups due the first of each month
	Student CRT Data, Writing Access! Data (Year 2), ACT (12th grade) Data	On-site Leadership Implementation Team	All Students, due third week in Jan. with specifics on disadvantaged subgroups
	On-site Leadership Implementation Team Meeting Notes	Leadership Team	Monthly Reports Jan.-May
Review New Data	Progress Monitoring Data for students in disadvantage subcategories	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due first of each month Jan.-May
and Refine the	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May

Appendix 7: Continuous School Improvement Plan Monitoring Process

	On-site Leadership Implementation Team Meeting Notes	On-site Leadership Implementation Team	Monthly Reports Jan.-May
Sept.-Dec. 2012	**State Documentation/ Measurement Tool**	**Person(s) Responsible**	**Time Frame/ Deadlines**
Assess Current Status	On-site Leadership Implementation Team Self Assessment	On-site Leadership Implementation Team	Due third week in Sept.
	Response to Intervention Implementation Scale (RIS)	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Sept.
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Sept.-Dec. after each site visit
Develop a Plan of Change	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Sept.
Implement-ation of the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Sept.-Dec.
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Sept.-Dec. after each site visit
Monitor the Implementation Plan	Grade-Level Team Meeting Notes	Grade Level Teacher Teams	Monthly Reports Sept.-Dec.
	Site Visit Notes	Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Sept.-Dec. after each site visit
Monitor the Impact of the Plan	Student Data (ISIP, DIBELS/AIMSweb)	On-site Leadership Implementation Team	All Students, due third week in Sept., Progress Monitoring Data for students in disadvantaged subgroups due the first of each month
	Student CRT Data, Writing Access! Data (Year 2), ACT (12th grade) Data	On-site Leadership Implementation Team	All Students, due third week in Sept. with specifics on disadvantaged subgroups
	On-site Leadership Implementation Team Meeting Notes	On-site Leadership Implementation Team	Monthly Reports Sept.-Dec.
Review New Data	Progress Monitoring Data for students in disadvantage subcategories	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Due first of each month Sept.-Dec.

Appendix 7: Continuous School Improvement Plan Monitoring Process

Revise and Refine the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Sept.-Dec.
	On-site Leadership Implementation Team Meeting Notes	On-site Leadership Implementation Team	Monthly Reports Sept.-Dec.
Jan.-May 2013	**State Documentation/ Measurement Tool**	**Person(s) Responsible**	**Time Frame/ Deadlines**
Assess Current Status	On-site Leadership Implementation Team Self Assessment	On-site Leadership Implementation Team	Due third week in Jan.
	Response to Intervention Implementation Scale (RIS)	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Jan.
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Jan.-May after each site visit
Develop a Plan of Change	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Jan.
Implement-ation of the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Jan.-May after each site visit
Monitor the Implement-ation Plan	Grade-Level Team Meeting Notes	Grade Level Teacher Teams	Monthly Reports Jan.-May
	Site Visit Notes	Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May after each site visit
Monitor the Impact of the Plan	Student Data (ISIP, DIBELS/AIMSweb)	On-site Leadership Implementation Team	All Students, due third week in Jan., Progress Monitoring Data in disadvantaged subgroups due the first of each month
	Student CRT Data, Writing Access! Data (Year 2), ACT (12th grade) Data	On-site Leadership Implementation Team	All Students, due third week in Jan. with specifics on disadvantaged subgroups
	On-site Leadership Implementation Team Meeting Notes	On-site Leadership Implementation Team	Monthly Reports Jan.-May
Review New Data	Progress Monitoring Data for students in disadvantage subcategories	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due first of each month Jan.-May

Appendix 7: Continuous School Improvement Plan Monitoring Process

Revise and Refine the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Jan.-May
	On-site Leadership Implementation Team Meeting Notes	On-site Leadership Implementation Team	Monthly Reports Jan.-May

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

Grade 3

State Standards Reading Standards for Literature	Current Curriculum: Content/Skills	Materials/Texts	Assessment
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
2. Recount stories, including fables, folktales, and myths from diverse cultures (including those by and about American Indians); determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language.			
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.			
6. Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.			
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Reading Standards for Literature	Current Curriculum: Content/Skills	Materials/Texts	Assessment
8. Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).			
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Reading Standards for Informational Text	Curriculum: Content/Skills	Materials/ Texts	Assessment
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.			
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Include texts by and about American Indians.			
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.			
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
6. Distinguish their own point of view from that of the author of a text.			
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
9. Compare and contrast the most important points and key details presented in two texts on the same topic.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Reading Standards for Informational Text	Curriculum: Content/Skills	Materials/ Texts	Assessment
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Reading Standards: Foundational Skills	Curriculum: Content/Skills	Materials/ Texts	Assessment
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.			
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Writing Standards:	Curriculum: Content/Skills	Materials/ Texts	Assessment
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example)* to connect opinion and reasons. Provide a concluding statement or section.			
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and more, but)*) to connect ideas within categories of information. Provide a concluding statement or section.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Writing Standards:	Curriculum: Content/Skills	Materials/ Texts	Assessment
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. Provide a sense of closure.			
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)			
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Writing Standards:	Curriculum: Content/Skills	Materials/ Texts	Assessment
7. Conduct short research projects that build knowledge about a topic. Include sources and/or topics by and about American Indians.			
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Speaking and Listening Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.			
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Speaking and Listening Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.			
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Language Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Language Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Language Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			

Appendix 8: MT Standards for English Language Arts Realignment
Sample of 3rd grade realignment

State Standards Language Standards	Curriculum: Content/Skills	Materials/ Texts	Assessment
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non literal meanings of words and phrases in context (e.g., *take steps).* b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful).* Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered).*			
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).			

Appendix 9: Early Learning Guidelines Realignment

Early Learning Guidelines Realignment

Essential Early Language Literacy Skills	Description and Instruction	Current Materials Used to Teach These Skills	Plan for realignment
Oral Language/Vocabulary Development (Listening and Speaking)	The ability to produce or comprehend spoken language including vocabulary and grammar.		
	Instruction: Explicit vocabulary and language instruction.		
Phonological Awareness	The ability to detect, manipulate, or analyze the auditory aspects of spoken language, independent of meaning.		
	Instruction: Explicit instruction in blending and segmenting words, syllables, and phonemes		
Alphabet Knowledge	Knowledge of the names and sounds associated with printed letters.		
	Instruction: Explicit instruction of the names and sounds associated with printed letters.		
Print Awareness and Book Knowledge	Awareness that print carries a message through symbols and words.		

	Instruction: Dialogic Reading, Multiple Readings of Text, Modeling Reading		
Listening Comprehension	The ability to follow, process, and understand spoken language.		
	Instruction: Modeling think aloud processes or metacognition "thinking about thinking"		
Emergent Writing	Understanding that writing is a form and communication and that marks on a paper begin to convey a message. Children acquire the ability to write through a sequence of stages.		
	Instruction: Modeling Writing; Provide opportunities, encouragement, and support for writing.		

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-IndirectCostStatement.pdf**

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

DATE: JUL [illegible]

AGREEMENT NO. 2010-120
FILING REFERENCE: This replaces previous Agreement No. 2007-019A dated February 2, 2009

EIN: 810302402

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-10	06-30-13	17.5%	1/	All	2/
Predetermined	07-01-10	06-30-13	17.0%	1/	All	3/

1/ Total direct costs less capitalized equipment, medical costs, alterations, renovations and flow-through funds and the portion of each sub-award in excess of $25,000.

2/ Programs that do not have statutory requirement not to use federal funds to supplant non-federal funds per 34 CFR 75.563 through 75.568.

3/ Programs that do have statutory requirement not to use federal funds to supplant non-federal funds per 34 CFR 75.563 through 75.568.

Treatment of Fringe Benefits: Generally fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to Office of Management and Budget (OMB) Circular A-87-Attachment B. Paragraph 8.d.(3), terminal leave for all employees will be allocated as an indirect cost.

Capitalization Policy: Items of equipment are capitalized if the initial acquisition cost is in excess of $5,000 and the useful life is in excess of two years.

SECTION II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Idaho Division of Vocational Rehabilitation and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payments of cost hereunder are subject to the availability of appropriations allowable to a given grant or contract. Acceptance of the rate(s) agreed herein is predicated on the conditions: (A) that no cost other than those incurred by the Idaho Division of Vocational Rehabilitation were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the State Agency and applicable under the governing cost principles; (B) that 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 agency, and which was 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 accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to changing a particular type of cost from an indirect cost a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which 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 in a subsequent negotiation to compensate for the difference between the cost 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: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-BudgetNarrativeMSRP.pdf**

PART 5: BUDGET NARRATIVE

Please see **Tables 12 and 15** in Part 4: Project Narrative for management timeline and adequacy of resources. Both tables provide additional information on all items within this budget narrative.

Funds are requested to support personnel from the Office of Public Instruction (OPI) that make up the OPI Implementation Team including Project Director, Debbie Hunsaker, MS Ed. Additional OPI Implementation Team members (see Table 13) include Kris Goyins, B.A., Tara Ferriter-Smith, MS Ed., Kathi Tiefenthaler, MS Ed., who will serve as team member and assessment manager, Gwen Poole., B.A., and Terri Barclay, MS Ed. Benefits, averaging 20% are included in the requested amounts with a 3% increase for Year 2 and 3 and insurance increases.

Table 1 and 2: Personnel and Fringe Benefits	Year 1	Year 2	Year 3	Total
Debbie Hunsaker .75 FTE (.25 MSRP & .50 Title I) 75% of Debbie's time will be committed to the MSRP, 25% of her salary will be paid with MSRP funds and 50% with Title I funds.	20,181	20,786	21,409	**62,376**
Kathi Tiefenthaler .50 FTE (0 MSRP & .50 Title I). 50% of Kathi's time will be committed to the MSRP. 0% of her salary will be paid with MSRP funds and 50% with Title I funds.	0	0	0	**0**
Tara Ferriter Smith .75 FTE (.25 MSRP, .25 Title I, & .25 ERF) 75% if Tara's time will be committed to the MSRP. 25% of her salary will be paid with MSRP funds, 25% with Title I funds, and 25% with Early Reading First funds.	15,158	15,612	16,080	**46,850**
Gwen Poole .75 FTE (.25 MSRP & .50 Title I). 75% of Gwen's time will be committed to the MSRP. 25% of her salary will be paid with MSRP funds, and 50% with Title I funds.	16,245	16,732	17,233	**50,210**
Kris Goyins .75 FTE (.50 MSRP & .25 State Funds). 75% of Kris's time will be committed to the MSRP. 50% of her salary will be paid with MSRP funds, and 25% with state funds)	28,645	29,504	30,389	**88,538**
Terri Barclay .50 FTE (.30 MSRP and .20 State Funds). 50% of Terri's time will be committed to the MSRP. 30% of her salary will be paid with MSRP funds and 20% with state funds.	18,016	18,556	19,112	**55,685**
Total Personnel	98,245	101,190	104,223	**303,659**

MSRP Goals: 1, 2, 3, 4, 5 (see Table 2)
Activities: All activities listed throughout narrative will be implemented by the above personnel.

Funds are requested to cover state travel (mileage, lodging, and meals) for the OPI Implementation Team to conduct all MSRP activities and on-site visits to LEAs and Head Start programs (see Table 12 for Year One Management Timeline in narrative).

Table 3: Travel *local mileage rate .55*	Year 1	Year 2	Year 3	Total
240 miles/week, OPI Implementation Team for 40 weeks/year, state motor pool car services, and meals and lodging at state rate costs. Each OPI Implementation Team Member will be supporting 5 to 7 LEAs and Head Start programs. See Table 16 in section D of the narrative for # of support days. Additional costs for Year 1 travel (see Table 16 for On-site support days) will be covered by Title I and Accreditation. Funding was based on actual on-site expenditures from RF.	20,000	40,000	40,000	100,000
Total Travel	20,000	40,000	40,000	100,000

MSRP Goals: 1, 2, 3, 4, 5 (see Table 2)
Activities: Travel of OPI Implementation members to subgrant Workshops, on-site support for LEAs and Head Start programs, and Statewide Workshops,

The OPI Implementation team will use iPads and the iWalkthrough and ISIP data to monitor overall project. The iPads will be used during on-site visits to LEAs and Head Start programs to gather data about instructional effectiveness during classroom walkthroughs/observations. The ISIP data will be utilized to determine if student progress is being made towards reaching the target goals (Goal 3 in Table 1), and the iWalkthrough data will be utilized to determine if there are increases in teacher effectiveness (using universal design principles and technology). OPI Implementation Team members are now fairly well equipped. Costs are higher for year one due to initial costs for technology, but level out for years two and three. The MSRP is requesting funds for subgrant materials and professional development supplies in order to effectively train

On-site Leadership Implementation teams from the LEAs and Head Start programs in developing and implementing the MT Literacy Plan. The Implementation Teams (see graphic in abstract) will then provide on-site training to all staff. These materials will ensure that the professional development has a direct impact on increasing literacy achievement for all disadvantaged students and children by increasing teacher instructional effectiveness and use of data to make informed instructional decisions.

Table 4 and 5: General Supplies	**Year 1**	**Year 2**	**Year 3**	**Total**
iPads for 6 OPI Implementation Team Members ($800/each)	4,800	0	0	4,800
Assessment Supplies (iWalkthrough database and ISIP database access and support).	5,000	5,000	5,000	15,000
Office Supplies ($100 per month per OPI team member for paper, toner cartridges, binder clips etc.)	7,200	7,200	7,200	21,600
Total General Supplies	17,000	12,200	12,200	41,400
MSRP Goals: Goal 3,4,5 **Activities:** Supplies necessary for implementation of required assessments (ISIP, My Access!, and iWalkthrough) databases, and iPads.				
Table 5: Supplies for Professional Development	**Year 1**	**Year 2**	**Year 3**	**Total**
PD RTI Modules and Using Data Module (see Table 12 and 15 for Management timeline and Adequacy of resources in narrative and Table 5 for Modules in Year 1 & 2). $3,000 per 9 meeting days for space and module materials (not printing). Costs based on PD provided during RF and ERF.	27,000	27,000	27,000	81,000
PD for subgrant process including all PD and technical assistance identified in table 15 in narrative. $3,000 per 9 meeting days.	27,000	0	0	27,000
Printing of PD RTI Modules and Using Data Modules in Year 1 and additional modules (see Table 5 in narrative) in following years. $800 per estimated 35 subgrantees.	28,000	28,000	28,000	84,000
Total Supplies	82,000	55,000	55,000	192,000
MSRP Goals: 1, 2, 3, 4, 5 **Activities:** Supplies necessary for printing of all materials for Statewide Workshops including subgrant workshops and subgrantee PD Statewide Workshops (see Table 12).				

These funds will allow the contracted PD providers to effectively support the Implementation Teams (see Table 1 in abstract) during Statewide Workshops. OPI will be contracting with ISIP, iWalkthrough, and My Access! to ensure all LEAs and Head Start programs have the necessary training to effectively implement all assessments. In addition, the external evaluator will ensure whether the MSRP goals (see Table 2 in abstract and Table 8 in section D of narrative) are being met and provide critical data that will be shared with the Implementation Teams and Statewide Teams (see Table 1 in abstract).

Table 6: Contractual	**Year 1**	**Year 2**	**Year 3**	**Total**
External Evaluation (Theresa Durreson) NWREL (year 1 is less due to January-June Implementation for LEAs and Head Start programs)	60,000 (25,000) for indirects	80,000 (25,000) for indirects	80,000 (25,000) for indirects	220,000
1) Assessment Training on ISIP from istation, consultant: Faith Conti, 2) iWalkthrough from Great Schools Partnership, consultant: Jerry Crocker, and 3) My Access! By Vantage: consultant Judy Snow.	19,500	19,500	19,500	58,500
Room rental, AV support, and catering services for PD (18days/year @ $700/day, 7 subgrant application process and 11 PD for subgrantees.	12,600	12,600	12,600	37,800
Subgrant review process. 18 reviewers at $2,000 per reviewer.	36,000	0	0	36,000
Total Contractual	128,100	112,100	112,100	352,300

MSRP Goals: 2, 3, 4, 5

Activities: Contractual services are necessary for the following activities: (1) To include an external evaluation that will ensure the MSRP is meeting the goals in Table 2 and Table 8 in the narrative, (2) To provide training to LEAs and Head Start program staff in using data to make informed instructional decisions, and (3) To run a rigorous, competitive subgrant application process.

Table 7: Total MSRP Administrative Costs	Year 1	Year 2	Year 3	Total
Direct Costs	310,345	265,490	268,523	844,358
INDIRECT COSTS for the MT Office of Public Instruction, 17%	52,759	45,133	45,649	143,541
Additional External Evaluation Costs exceeding $25,000: (can only draw indirect on first $25,000)	35,000	55,000	55,000	145,000
Project Total: (less than 5% of total budget)	398,104	365,623	369,172	1,132,899

Table 8: LEAs' and Head Start Programs' Budget			
Year 1	**Year 2**	**Year 3**	**Total**
7,600,000	7,500,000	7,500,00	22,600,000

The Funding and Support Table below comes out of the grant narrative. It shows the amount of funding LEAs and Head Start programs will receive based on student and child populations. The Funds Needed Yearly column represents the overall amount they will receive each year and the Funds for Curriculum and Technology columns represent the funds they can spend in those two areas; again based on student and child populations. This chart was developed based on experiences of subgranting through RF, ERF, and the RTI project to ensure adequate resources are available to meet the MSRP goals identified in Table 1 of the narrative. The MSRP estimates that we will award 25 to 35 subgrants for a total of **7, 600,000** in Year 1, and 7,500,000 in each of Years 2 and 3**.**

Table 9: Funding and Support (also Table 16 in Section D: Adequacy of Resource)					
Number of Students or Children	**Funds Needed Yearly**	**# of On-site Support Days per Month from OPI Implementation Team Member** (September-May)	**# of On-site Support Days per Month from Instructional Consultant** (October-April)	**Funds for Required MSRP Activities** (see * in Table I of budget narrative)	**Funds for Self-Assessment needs identified in LEAs and Head Start programs subgrant application.**
1-200	$250,000	1	2	$100,000	$150,000
201-500	$300,000	2	4	$125,000	$175,000
500-750	$375,000	3	5	$150,000	$225,000
751+	$400,000	3	6	$175,000	$225,000

LEAs and Head Start programs will be required to fill out the LEA and Head Start Budget table below and in addition provide a budget narrative that demonstrates evidence that the costs relate to the activities and objectives of their subgrant applications and that the costs are reasonable and allowable and fall within the guidelines of the Funding and Support Table and the categories listed in the LEA and Head Start Budget chart below.

Table 10: LEA and Head Start Budget			
Category	**Description**	**Project Year 1 Example: Large LEA or Head Start (750+ Students)**	**Project Year 2 Example: Small LEA or Head Start (1-200 Students)**
1) Personnel	Personnel Costs (only allowed if directly supports implementation of required MSRP activities and if sustainability of those components can be justified).	Based on Self-Assessment identified in subgrant application	Based on Self-Assessment identified in subgrant application
2) Travel and Professional Development	Statewide Workshops PD • *Costs to send On-Site Leadership Team to 17 Days	34,000	34,000

	of Statewide Workshops (aprx. $2,000 per team per day)		
3) Equipment	Technology • * iPads for On-site Leadership Team (5 to 8 members @$800 per member) • * Flip Cameras for Video Reflection Portfolios (1 per every 5 teachers @300 per camera) • Additional Technology in subgrant application priority (see Section B, part N in narrative)	6,400 $12,000	4,000 $3,000
4) Supplies and Materials	• Evidence-based curriculum, materials, and interventions, • * Assessment: ISIP ($5 per student) • * Assessment: My Access! Writing (**8th** and **11th** grades, $20 per student) • Additional Assessment Materials in subgrant (see Section B, part E in narrative) • Additional supplies and materials in subgrant application (see Section B in narrative) Approximate Total – Varies	Based on Self-Assessment identified in subgrant application 1,000 x $5= 5,000 300x $20= 6,000 Based on needs assessment identified in subgrant application	Based on Self-Assessment identified in subgrant application 200 x$5= 1,000 30x $20= 600 Based on needs assessment identified in subgrant application
5) Contractual	*Instructional Consultant Team Member $2,500 per day (see Table 16 for # of days).	6 days per 7 months= 42 days x 2,500= 105,000	2 days per 7 months=14 days x 2,500= 35,000
Total Direct Costs	$250,000 to $400,000	168,400 (will vary based on child and student	77,600 (will vary based on child and student

		population	population
Indirect Costs			
Total Costs			

Table 11: Total Costs of MSRP Budget				
MSRP Budget	**Year 1**	**Year 2**	**Year 3**	**Total**
SEA Budget	398,104	365,623	369,172	1,132,899
LEA and Head Start Program Budget	7,600,000	7,500,000	7,500,000	22,600,000
Total MSRP Budget	**7,998,104**	**7,865,623**	**7,869,172**	**23,732,899**