

Mail Literacy First Grant Application to:

Oklahoma Commission for Teacher Preparation

ATTN: Dr. Teena Nations

3545 NW 58<sup>th</sup> Street, Suite 200

Oklahoma City, OK 73112

# Literacy First – Phase IV Application

Name of School District: \_\_\_\_\_

Superintendent: \_\_\_\_\_

School Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Name of Elementary School: \_\_\_\_\_

Principal: \_\_\_\_\_

School Address: \_\_\_\_\_

County: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Name, Title, Telephone Number, and E-Mail Address of Contact Person: \_\_\_\_\_

- 
1. How many students are enrolled at school site?  
(Do not complete the grades that will not be served by the grant.)

PreK	_____
K	_____
1 <sup>st</sup>	_____
2 <sup>nd</sup>	_____
3 <sup>rd</sup>	_____
4 <sup>th</sup>	_____
5 <sup>th</sup>	_____
6 <sup>th</sup>	_____
  2. Percent of students on Free and Reduced lunch \_\_\_\_\_
  3. How many K-6 teachers are currently employed?

PreK	_____
K	_____
1 <sup>st</sup>	_____
2 <sup>nd</sup>	_____
4 <sup>th</sup>	_____
5 <sup>th</sup>	_____
6 <sup>th</sup>	_____
  4. How many teachers have attended:

PreK	PreK	_____
Phase I	K-2	_____
Phase I	3-6	_____
Phase II	K-2	_____
Phase II	3-6	_____

5. Has the principal attended Phase III? Yes \_\_\_\_\_ No \_\_\_\_\_  
attended Phase I? Yes \_\_\_\_\_ No \_\_\_\_\_  
attended Phase II? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Provide results from any summative or formative Reading Assessments implemented in your school this past year.

7. How many students are on reading sufficiency plans? PreK \_\_\_\_\_  
K \_\_\_\_\_  
1st \_\_\_\_\_  
2nd \_\_\_\_\_  
3rd \_\_\_\_\_

8. Provide information that demonstrates the need for receiving this grant.

a) What do you consider to be the strengths of your reading program?

b) What do you consider to be the major obstacles that keep your reading program from being effective?

c) Include photocopies of your **Reading API** for all students and regular students for the last three (3) years.

d) Include photocopies of your **3<sup>rd</sup> grade Reading OCCT** scores for all students and regular students, full academic year, for the last three (3) years.

9. Describe your school and your demographics. Examples, geographical area; at-risk school; ethnicity; free and reduced lunch by percentage; availability to outside resources; services currently in place that are related to proposal, etc.

10. Outline briefly how you envision incorporating the Building Leadership Team training within your building? In other words, topics to describe are: What is your overall plan? Describe how you will incorporate the duties and responsibilities of the LRS (see LRS Responsibilities, Attachment C) into your instructional program. Include in this section the results of the Literacy First Process Faculty Authorization note (see Literacy First Process Faculty Authorization form, Attachment A). Complete the Literacy First Process Faculty Results form, **Attachment B and return with application**.

11. Respond to the following expectations and requirements:

- The principal and LRS are required to attend all professional development including Phases I and II and all of the Phase IV meetings.

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- The principal and LRS must work with the consultant on site visitation days. This includes classroom visits coaching sessions with teachers, team/grade level meetings, goal setting, monitoring including the oversight of assessment data on My Data First.

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- The principal must have a signature from the superintendent who will support the time it takes for the principal to effectively implement this process over a three year period.

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- The principal and LRS agree to spend a minimum of one hour per day and five hours per week in classrooms observing reading instruction. (May be modified for small schools.)

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. **Budget.** Each applicant must submit an itemized budget in regard to what monies will be needed to implement Phase IV into your school. Schools will be limited to the following maximum amounts: \$17,500 for schools with less than 200 K-6 students; \$25,000 for schools with 200-300 K-6 students; \$30,000 for schools between 301 and 500 K-6 students; \$35,000 for schools with more than 500 K-6 students.

**Grant monies are intended to include the LRS’s time and fringe benefits.**

Grant monies cannot be used to purchase computers, equipment, furniture, food, reimbursement of travel or for construction or renovation.

**Additional services** you will receive (at no cost to your school) over the 3 year period of grant funding include:

- a) 12 days of professional development and principal and LRS coaching which includes:
  - comprehensive reading reform process
  - instructional leadership skills of the building leadership team
  - strategies for effective management of change
  - networking with other Phase IV model schools
- b) 12 to 16 days on site consulting and coaching
- c) Classroom teachers will receive the following:
  - Assessment procedures
  - Criterion-reference, benchmarked assessments
  - Intervention processes
  - Systematic and explicit instructional practices
  - Use of resources
  - Professional development
  - Model lessons
- d) Web-based student data management program – My Data First  
 The impact of the Literacy First process is measured by student scores on the reading OCCTs and Reading API. District/School must provide the student ID numbers to My Data First (web-based data management program).

13. **Matching Monies.** Can the school provide any matching monies (real and/or in kind)?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, please explain the matching monies.

14. The participating school district shall submit Invoices and Statements of Work three times per year (1/3<sup>rd</sup>) of the total grant amount for the LRS’s salary. All invoices and Statements of Works must be

received in the OCTP office by June 15, 2012 in order for the district to receive reimbursement. **Invoices received after June 30 will not be paid.** Funds are to be used for the LRS to set up and establish a Phase IV Literacy First program within their school, as mandated by the Oklahoma Commission for Teacher Preparation.

15. Continuation of the Program after the grant. How does the school envision continuing the program after the grant funding is no longer available?

16. Does the district agree to support the implementation of the roles and responsibilities of the LRS?

Yes \_\_\_\_\_ No \_\_\_\_\_

(See Literacy Resource Specialist Role Responsibilities included in application packet, Attachment C).

## **District and School Commitments**

The District administration and participating school building administrators, teachers and staff commit to the following.

### **Leadership, Planning and Staff Development**

1. A district and school-wide agreement to focus on literacy in general and reading as the number one priority. All efforts will be focused on the effective implementation of the Literacy First Comprehensive Reading Reform Process to accomplish the student reading achievement goals.
2. Implement the 3 Year Strategic Reading Plan found in Appendix D, page 23.
3. A teacher in each participating school in the district will be designated to fill the role of Literacy Resource Specialist (LRS) for the building. The LRS will not work with students. The LRS will spend at least 4/5 of her/his time implementing the responsibilities outlined in the job description in Appendix E, page 38.
4. If a Principal, Assistant Principal or LRS in a building is to be replaced for any reason, the District will appoint a person committed to continuing the Literacy First Reading Process. The newly appointed person will immediately begin participating in all Literacy First activities. Within the first year of the appointment, this person must complete 5 days of training for either K-2 or 3-5. Also, this person must complete the remainder of all the training within the first 24 months of the appointment.
5. All teachers in the Literacy First schools will complete 8 days of Literacy First training within the first two years of their grade level beginning the Literacy First Process. When new teachers begin working in the building, they must complete the 8 days of training within two years of starting to teach in the building. The principal and LRS must work closely with these new teachers to help them gain as much knowledge and skill of the Literacy First Process as quickly as possible.

6. The Principal agrees to spend a minimum of one hour per day and five hours per week in classrooms observing reading instruction. Within 24 hours of the observation, the principal agrees to hold a coaching mini-conference with the teacher to analyze the lesson observed. See Appendix F, page 40 for a copy of the Conference Planning Guide to be used by both the principal and teacher during the conference.

### **Assessment is critical to all students' reading success**

7. Ensure that all Literacy First assessments are properly administered including Phonological Awareness Skills Test; Literacy First Phonics Assessment; B.E.A.R. Spelling Inventory from Words Their Way; CBM Oral Reading Fluency Assessment, Multidimensional Fluency Scale, and Development Expert Readers Comprehension Assessment (K-3).
8. Each student will be assessed, using the Literacy First assessment process, within the first two weeks of school and then again at each of the district's designated marking periods. During this assessment, the assessor will administer only enough of the assessment tool to determine the student's zone of proximal development. Therefore, when administering the assessments, all assessors will stop the process when children reach their frustration level (i.e. missing 2 of 5 items). Most of the assessments should take 10 minutes or less.
9. Any students registering after the first two weeks of school must be assessed within three days of their registration. Then they will be assessed each marking period along with the other students. If students withdraw; every attempt shall be made to assess the students to determine their progress in reading before they leave.
10. After analysis of the assessment data, students will be placed in flexible skill groups for reading instruction, one hour each day. When students demonstrate mastery with a skill being taught in the flexible group, they will be moved to the next appropriate flexible skill group. This movement to another group should be done at any time the child demonstrates mastery in the skill being taught. Do not wait until the marking period to move children to a new group.

## **Use of Time during reading instruction**

11. All students will participate in two hours and twenty minutes of reading activities each day. One hour will be large group instruction. One hour will be skill instruction in flexible groups. Depending on the child's ability to read, they will take part in a 5 - 20 Monitored Independent Reading Practice period each day. Appendix G, page 41 outlines the categories of activities which will occur during the two-hour reading block.

## **Intervention Process for students performing below grade level**

12. All students not performing on grade level as determined by the Literacy First assessment process will be placed on an intervention plan. The district and principal agree to follow the guidelines for effective interventions found in Appendix H, page 47.

## **Implementation Monitoring Process**

There are two major categories which will be monitored - student achievement and implementation procedures.

### **Student Achievement**

13. Individual records will be maintained for each student in phonological awareness, phonics, fluency and comprehension, using the My Data First web based system. A description of the My Data First system is found in Appendix L, page 67.
14. For those students performing below grade level, specific records must be kept as to the intervention strategies used, the amount of additional instructional time the child receives and the teachers who are working with the student.

### **Implementation Checklist**

15. The checklist monitors these activities. (Appendix D, page 32)
  - A. Items the principal and LRS must demonstrate they have implemented by maintaining the required documentation (i.e. classroom visitations, conferencing, assessment procedures, forming flexible groups, grade level meetings, identified items from strategic plan).
  - B. Items to be observed by the Literacy First consultant when making visitations to the school (allocated time for reading & MIRP, walls that teach, academic learning time, principal & LRS using conferencing process, identified items from the strategic plan).

- C. The principal and LRS will participate the entire day in each of the Literacy First staff development programs each year.
- D. The principal and LRS will spend the entire day with the Literacy First consultant during each of the Coaching/Consulting visitation days. A sample of this Coach/Consulting day agenda can be found in Appendix I, page 48.
- E. The principal and LRS will complete the Literacy First Site Analysis within 2 weeks of receiving it, Appendix J, page 52.
- F. The 3 Year Strategic Reading Plan will be finalized and implementation begun by the second Coaching/Consultation day.
- G. Completion of Feedback Forms from participants in the staff development programs and participants in the Coaching/Consultation days, Appendix K, pages 61, 62, and 63.

**Principal and Superintendent sign and return lower portion to OCTP by April 30, 2011**

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School District \_\_\_\_\_ School Name \_\_\_\_\_

The superintendent will indicate the district's commitment to the implementation of all items in this document including the attached appendices by his/her signature below.

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

The principal will indicate his/her commitment to the implementation of all items in this document including the attached appendices by his/her signature below.

Principal \_\_\_\_\_ Date \_\_\_\_\_

The impact of the Literacy First process is measured by student scores on the reading OCCTs and Reading API. A condition of the grant is that the District/School must provide the student ID numbers to My Data First (web-based data management program).

## **Literacy First Principal Expectations**

1. Employ a Literacy First Resource Specialist (LRS). If full-time this person will devote 4/5 of his/her day focusing on implementation of the Literacy First process. If half-time all three hours will be devoted. (See the attached LRS Role Responsibilities).
2. Work closely with the LRS.
3. Implement the 3 year Strategic Reading Plan found in Appendix D, page 23\*.
4. Complete all training requirements of the Literacy First Process.
5. Ensure that all staff is trained in the Literacy First Process.
6. Spend a minimum of one hour per day/five hours per week in classrooms observing reading instruction.
7. Maintain documentation of all classroom visitations and conferences. Show evidence of a Literacy First focus on every faculty meeting agenda.
8. Ensure that all Literacy First assessments are properly administered including Phonological Awareness Skills Test; Literacy First Phonics Assessment, Words Their Way Spelling Inventory, CBM Oral Reading Fluency Assessment, Multidimensional Fluency Scale, and Developing Expert Readers Comprehension Assessment (K-3).
9. Monitor the timely input of assessment data into My Data First (should be reviewed monthly).
10. Promote the use of data driven instruction. Establish flexible skill groups for reading instruction, one hour each day for all students.
11. Monitor the implementation process using the Implementation Checklist as a guide (page 15\*).
12. Establish a two hour and twenty minute daily reading block for all classrooms (1 hour of whole group instruction, 1 hour of flexible skill group instruction, 20 minutes of Monitored Independent Reading Practice).
13. Agree to follow the guidelines for effective interventions found in Appendix H, page 47\*.
14. Spend the entire day with the Literacy First consultant each time he/she visits your school.
15. Work with the Literacy First consultant and complete all assignments.
16. Follow the requirements of the OCTP Grant, including submission of invoices and statements of works.
17. Complete all required feedback forms for Literacy First and the Oklahoma Commission for Teacher Preparation (OCTP).

Give a copy to each teacher to complete.

## Individual Ballot

Literacy First Process

Faculty Authorization

One of the important steps in the application for participation in the Literacy First Process is to have formal authorization from at least 80% of the faculty in the school where it is to be implemented. The criterion for authorization is that at least 80% of the faculty will respond by **circling a 2 or higher on the statements** listed below.

- 0 I am very much, opposed to the Literacy First Process and will fight its implementation.**
- 1 I am opposed to the Literacy First Process but I will not fight the implementation.**
- 2 I am neutral about the Literacy First Process.**
- 3 I am in favor of the Literacy First Process and will implement it.**
- 4 I am in favor of the Literacy First Process and will actively support the implementation**
- 5 I am enthusiastic about the Literacy First Process and will energetically crusade for its implementation.**

If you circled a **0** or **1** above, please tell us what we need to do to get your support.

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### Attachment A

## Results

Literacy First Process  
Faculty Authorization

- \_\_\_\_\_ **0**      **I am very much, opposed to the Literacy First Process and will fight its implementation.**
- \_\_\_\_\_ **1**      **I am opposed to the Literacy First Process but I will not fight the implementation.**
- \_\_\_\_\_ **2**      **I am neutral about the Literacy First Process.**
- \_\_\_\_\_ **3**      **I am in favor of the Literacy First Process and will implement it.**
- \_\_\_\_\_ **4**      **I am in favor of the Literacy First Process and will actively support the implementation**
- \_\_\_\_\_ **5**      **I am enthusiastic about the Literacy First Process and will energetically crusade for its implementation.**

If you circled a **0** or **1** above, please tell us what we need to do to get your support.

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### Attachment B

# **Literacy First Process**

## **Literacy Resource Specialist**

### **Role Responsibilities**

The Literacy Resource Specialist (LRS) is integral to the success of the Literacy First Process. This person must have demonstrated outstanding instructional skills for a number of years. In addition, this person must have/earn the trust of the other staff members in the building.

The following functions are critical to the success of this Process and are the priorities, which guide the LRS on a daily basis.

1. Model enthusiasm, commitment and intensity for the Literacy First Process.
2. Visit classrooms on a daily basis to:
  - A. Encourage and support teachers in their efforts to implement the Literacy First Process.
  - B. Demonstrate strategies teachers can be using to improve learning.
  - C. Observe and problem solve with teachers on how to overcome student literacy learning obstacles.
3. Organize and lead weekly staff development programs, which are needs, based and focus on the accomplishment of the Literacy First Process Benchmarks.
4. Organize the assessment processes used to determine student performance and instructional grouping.
5. Assist teachers with analysis and instructional use of student formative reading data.

#### **Attachment C**

6. Ensure effective communication with the other members of the Literacy First Process Leadership Team (Principal, Asst. Principal & Literacy First Process Consultant).
7. Facilitate weekly grade level or team meetings focusing on the accomplishment of the Literacy First Process benchmarks.
8. Continually upgrade your literacy and instructional knowledge and skills.
9. Facilitate the development and publication of a bi-monthly Literacy newsletter to parents.
10. Supply Literacy First with student assessment data on forms supplied.

### **Attachment C**