

# 1 Montana Comprehensive Literacy State Development Program - Boulder Elementary School

## **-SECTION II: Grant Proposal Parts 1 - 9**

Boulder Elementary School (BES) is a rural school in a high poverty community. In submitting this application, BES has the full support of its staff, administration, and Board (PreK-8) as well as the full support of the high school that BES students will transition to. When awarded this Grant, BES will act as fiscal agent.

*Feeder Pattern:* BES houses an early childhood Head Start program in addition to its K-8 population. BES also staffs Youth Dynamics (YDI), an off-campus residential/day treatment program which services at-risk or adjudicated youth ages 12 to 18. Students attending BES transition to Jefferson High School (JHS) for grades 9-12. From birth to Grade 8 and beyond, there is a pressing need for increased family engagement and literacy instruction.

*Other Local, State, or Federal Initiatives:* BES is currently immersed in the 2019-2021 Montana Comprehensive Literacy Plan (MCLP) Grant cycle that was awarded in 2019. As a result of the MCLP, BES has shown substantial growth in many areas of our local Literacy Plan as indicated in the current Comprehensive Needs Assessment (CNA) which will be further described in the following sections of this application. Despite the positive gains, much work is still needed for BES to reach the sustaining level in all areas of the CNA. Grant funds will be used to further reach literacy goals as aligned in the Montana Literacy Plan (MLP) and Boulder Elementary School's Literacy Plan (BESLP) as well as to sustain the high-quality comprehensive literacy plan that is currently in place.

Through participation in the current MCLP Grant, BES has increased teacher capacity through targeted Professional Development (PD), has raised student achievement scores in

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several areas especially at the K-2 level, and has increased family and community outreach through the hiring of a Behavior Specialist/School-Based Social Worker (SSW).

BES also participates in the 21st Century Community Learning Center (21st CCLC) Grant and works closely with the program to support, enhance, and extend the learning of students PreK-8 and beyond. BES and 21st CCLC will continue to collaborate efforts to further build literacy across all age spans through thoughtful, targeted learning activities that focus on literacy and are aligned to our current needs as reflected in the CNA.

BES houses a Head Start Program. Although this program takes up much needed space within the building, BES considers this an invaluable part of our overall school. Housing the program eases the transition of PreK students to Kindergarten through consistency of school-wide expectations and familiarity of environment. Using resources and information distributed through the Montana Preschool Development Grant and the Parent Teacher Home Visiting Model, BES, JHS, and 21st CCLC will continue to work to create positive first relationships between school and families in order to increase and improve children's access to preschool education. The collaborative effort among Head Start, BES, JHS, and 21st CCLC will also strive to provide high-level literacy instruction to all students Birth-Grade 12.

As current participants of the MCLP Grant, BES has identified areas of the CNA that have been strengthened and improved through the current MCLP grant cycle. PreK-2 teachers have begun explicitly and systematically teaching phonics and phonological awareness as PD has been increased and improved for those grade levels. Evidence-based curricular materials have been purchased and implemented consistently across those grade levels. The Early Warning System has been better identified and used systematically across 6-12 grade levels to better

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intervene with those students who are at-risk of not graduating high school. Evidence of collaborative conversations is concrete and better supports the readiness for transitions across literary transitions. Collaboration and data review has been implemented across all grade spans K-8 through grade-level team meetings. The formation of the Literacy Leadership Team (LLT) has improved dissemination of data and other evidence-based practices. Monthly team meetings are held that also include specialists and other staff members to create a more cohesive understanding of the goals and achievements of the literacy team at BES. The SSW has narrowed the gap between families/community and the school. The SSW has supported BES K-8 students' social-emotional learning which has decreased the number of office referrals and absences. With fewer office referrals and absences, the access to Tier 1 instruction has also improved for those students with SEL concerns as well as for their classmates. Additionally, the culture and climate of the school have improved as indicated in the CNA. Finally, BES has implemented the Boulder Elementary School Literacy Plan (BESLP) that will be referred to throughout this application and will continually evolve as needs change and are identified through the use of the gap analysis and the CNA. Each of these areas were noted as barriers to success in the previous MCLP application. BES has worked to eliminate/minimize these barriers.

BES is using the Continuous Improvement Cycle (CIC) outlined in the MLP (pp. 15-30) to assess local needs. Using the Comprehensive Gap Analysis, BES has identified further areas of need and will strategically target the components that will have the strongest impact on improving outcomes for students. Based on this most current CNA, BES will update and improve the BESLP to address both improvements and areas of greatest need. In addition, BES will select and implement additional evidence-based strategies, practices, and interventions to

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address and close current gaps using actionable steps with clear, measurable goals. Student and educator data will be used to monitor progress toward the action plan which will be revised bi-annually through deep analysis of the data.

#### **Part 1: Project Design Element 1 - Assessment of Literacy Needs**

BES completed the Comprehensive Gap Analysis to help identify the needs of all students, particularly at-risk students who are identified in the following subgroups: Students living in poverty (SLIP), disability, ethnicity, social-emotional learning (SEL), delinquent and neglected youth, and unidentified children Birth-3. BES followed the five steps involved in the Comprehensive Gap Analysis as identified below:

##### *Step 1: Gather Child and Student Data*

The following assessments were used to gather student data:

<b>Gather Child and Student Data</b>			
<b>Assessments</b>	<b>Birth - Age 5</b>	<b>Grades K-5</b>	<b>Grades 6-12</b>
Local Assessments	DIAL, E/ROW/PVT	MAP, DIBELS, Diagnostic Decoding Survey	MAP, DIBELS, Diagnostic Decoding Survey
State Assessments	DIAL	SBAC (2019)	SBAC (2019) ACT 2019-20

##### *Step 2: Analyze Child and Student Data*

The previously identified data was gathered and analyzed. The following subgroups were identified as having gaps: unidentified children Birth-PreK, students living in poverty (SLIP), students with disability, delinquent and neglected youth, and social-emotional learning (SEL). Although data is not available for the earliest learners aged Birth-3, the Speech and Language Pathologist (SLP) noted that there are always children who come in at age four who have not

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previously been identified for services, but have been in need of services for a long time. This indicates a significant gap that BES will focus on throughout the life of this grant and beyond.

In addition to the gaps identified with specific sub-groups, a gap was also identified in the data as a whole between students proficient at the elementary level and those proficient at the 7-8 levels on state assessments. This indicates a need for better transition support for students as they move into the middle school grades and increased teacher capacity in meeting the educational needs of those students through the use of the MTSS. This may also lead to gaps that may be seen in the BES/JHS data.

Currently, students who reside at YDI are identified as disadvantaged based on state neglected youth status as well as a Free and Reduced Lunch rate of 100%. Collecting and disaggregating data for students at YDI has presented BES with challenges, specifically the sporadic attendance patterns, lack of control over educational decisions due to the nature of the facility, transiency of those students, and lack of communication with family support members for those students. Through the current MCLP, BES and JHS have started screening those students and collecting more data than had previously been available, so improvements have occurred through this current grant cycle.

A Comprehensive Gap Analysis was completed as aligned to the MLP (pp. 15-16).

*Chart for disadvantaged subgroups compared to state and local data:*

<b>GAPS IN DATA FOR AT-RISK SUB-GROUPS Disaggregated Data Compared to State and Local Data</b>			
<b>At-risk Sub-groups</b>	<b>Gaps in Data</b> (compared to school or state average data)	<b>Barriers to Success</b> (specific deficits in data)	<b>Next Steps for Improvement</b>
<b>Students Living in Poverty (SLIP)</b>	DIAL: PreK 46% below average E/ROW/PVT: PreK 50% below mean average standard scores	Lack of/limited availability of PreK services in Boulder  Limited ability for	Increase family support through the Family Engagement Center (FEC)/Family Engagement Facilitator (FEF) to offer

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	<p>SBAC 2019: State: 50% not proficient BES Overall 3-8: 31.74% not proficient; SLIP 3-8: 47.72% not proficient</p> <p>MAP Winter 2020: Overall K-8: 46% not proficient SLIP K-8: 65.47% not proficient</p>	<p>academic engagement outside of school. Limited social experiences. Limited family support for schoolwork.</p>	<p>assistance to be able to actively participate in their child's education. (See Part 4: Project Design Element 4 - Family Literacy, p. 18) Encourage all teachers to reach out and provide early positive first contact with all families.</p>
<p><b>Students with Disability (SWD)/SPED</b></p>	<p>SBAC 2019: State: SPED 50% not proficient BES Overall 3-8: 31.74% not proficient SPED: 84.6% not proficient MAP Winter 2020: BES Overall: 52.76% Below Proficiency SPED: 90.4% Below proficiency</p>	<p>Students with disabilities are not being given explicit enough instruction that targets their areas of weakness. Lack of/limited availability of PreK services in Boulder Limited ability for academic engagement outside of school. Limited social experiences. Limited family support for schoolwork.</p>	<p>Tier 1 instructional framework will be focused on increasing student engagement, explicitly teaching vocabulary, and improving the instruction of reading, writing, speaking, and listening in ALL content areas. Earlier identification/service provision</p>
<p><b>Ethnicity</b></p>	<p>SBAC 2019: Race other than white: 44.45% not proficient; White 40% not proficient</p> <p>MAP Winter 2020: Race other than white: 54.16 % below grade level; White 45.32% below grade level</p>	<p>Lack of/limited availability of PreK services in Boulder Limited ability for academic engagement outside of school. Limited social experiences. Limited family support for schoolwork.</p>	<p>Increase family support through the Family Engagement Center (FEC)/Family Engagement Facilitator (FEF) to offer assistance to be able to actively participate in their child's education.</p>
<p><b>Delinquent and Neglected Youth-Youth Dynamics, Inc. (YDI)</b></p>	<p>SBAC 2019: YDI: 100% not proficient; BES 40% not proficient</p> <p>MAP Winter 2020: YDI: 81.81% below grade level; all other BES 44.05% below grade level</p>	<p>Lack of support at YDI creates a deficit in teacher knowledge and instructional presentation. The facility structure and organization creates a barrier to instruction and intervention that prevents the amount of individualized support students need.</p>	<p>Continued screening of all students residing at YDI and serviced by BES. Focused interventions based upon current data for those students. Increased instructional time as allowed within that system.</p>
<p><b>Social-Emotional Learning</b></p>	<p>SBAC 2019: SEL: 66.66% below proficiency K-8 BES 40.78% below proficiency</p> <p>MAP Winter 2020: SEL: 71.05% below grade level K-8 BES 52.76% below grade level</p>	<p>Lack of school structure and schedule to provide access to instructional curricula and programs that connect these students' schoolwork to college and career success. Lack of support to improve these students' capacity to manage challenges in and out of school.</p>	<p>Offer student choice in curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Continue SEL Curriculum. Encourage all teachers to reach out early with positive first contact with families.</p>

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<p><b>At-Risk Birth-3 year olds</b></p>	<p>Specific data for this subgroup was unavailable. *This subgroup was not identified in the CNA, but Speech and Language Pathologist reports that many children come in at age 4 with moderate to strong needs and have not yet even been identified for services. This is a gap.</p>	<p>Young children with needs for services are not being identified early enough. Lack of daycare availability; Cost of daycare; Lack of parent education on the Montana Early Learning Standards (MELS)</p>	<p>Use FEF to identify ways for earlier identification of young children in need of special services such as PT, OT, SLP. Child care subsidies information to families; increase parent education on MELS</p>
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*Step 3: Complete the Montana Comprehensive Needs Assessment (CNA)*

The entire elementary staff and a number of parents completed the CNA which outlined thirteen components of school quality and a progression of subcomponents within each of those components as aligned to the MLP. The data reports were analyzed and the results were synthesized by the LLT (see Alignment Tool submitted with this Grant application) to determine the overall needs of the PreK-8 system. This process confirmed the need for continued growth and improvement in several of the component areas within the CNA. Sustained or nearly sustained level of implementation was indicated in nine of the sub-component areas as already described on pp. 2-3 of this application. BES will use the CIC to continue growth and sustainability in those areas of the CNA with the goal of reaching the sustained level in all areas of the CNA. The specific weaknesses are addressed in the following section (Step 4).

*Step 4: Analyze the Results from the Montana Comprehensive Needs Assessment (CNA)*

*The MLP/CNA components, weaknesses and Next Steps for Improvement are as follows:*

<p><b>MLP Components</b></p>	<p><b>What are the Weaknesses?</b></p>	<p><b>Next Steps for Improvement</b></p>
<p><b>Standards and Curriculum</b></p>	<p>1. MCS are not fully understood nor strategically incorporated/utilized to guide instruction in all classrooms through lesson planning and instructional practice. 2. The three text types of K-12 Writing are not being systematically and explicitly taught across all grades levels. 3. SBAC Interims have not been implemented consistently across the grades.</p>	<p>1. Provide continued PD on MCS including Job-Embedded PD through Instructional Coaching. 2. Job-Embedded/Classroom Focused PD will be implemented through the IC to increase teacher knowledge of how to teach the Writing types systematically through the grade levels using evidence-based practices and materials. 3. SBAC Interim and Practice Testing has been started in order to increase teacher knowledge this year. The focus next year will be on increasing student use of the</p>

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		SBAC Interims followed by consistent use of the SBAC Interim data.
<b>Amount and Quality of Instruction</b>	<ol style="list-style-type: none"> <li>1. The amount of actual instructional time is not being utilized in the most effective manner across all grade levels.</li> <li>2. A plan for tiered instruction using explicit and systematic instruction in reading, writing, listening, and speaking is not in place.</li> <li>3. Students are not being explicitly taught how to engage in giving specific feedback to peers and the teacher; not having opportunities to develop language skills, including developing vocab.</li> </ol>	<ol style="list-style-type: none"> <li>1. IC will work with teachers to increase the amount and quality of Tier 1 instructional time that is occurring within the classrooms (focus on Bell to Bell instruction)</li> <li>2. Provide continued PD in explicit, systematic Tier 1 instruction in reading, writing, listening, and speaking ACROSS grade levels/content areas using MTSS. Provide IC support for Job-Embedded support in this area.</li> <li>3. Provide IC support specifically in the areas of Disciplinary Literacy to all teachers in all content areas to increase teacher capacity for sustainability.</li> </ol>
<b>At-Risk Students</b>	<ol style="list-style-type: none"> <li>1. One population of At-Risk Students that was not identified through the CNA, but we know is a HUGE gap is the Birth-PreK age span. Since only staff K-8 completed the CNA, we feel that the Birth-PreK needs were not properly identified. Children Birth-PreK are not being identified for services early enough</li> <li>2. Instruction using intentional design for students identified for additional support in Tier 2 and Tier 3 interventions may not be adequate and the monitoring of data not effective.</li> <li>3. Instruction for English Language Achievement and development is not explicitly provided for students identified for support or in general.</li> <li>4. Home-Language Survey is not being given.</li> <li>5. Montana Early Warning System is not fully utilized to identify 6-8 students at-risk of graduating.</li> </ol>	<ol style="list-style-type: none"> <li>1. FEF to partner with families of the earliest learners and to set up a Family Engagement Center (FEC)in BES. FEF will identify a system of communication and support to reach those early learners (Birth-PreK) through stronger community outreach and collaboration between providers and specialized instructional personnel (OT, PT, SLP). This is a top priority for BES in this Grant cycle.</li> <li>2. Increase teacher capacity in providing explicit, systematic instruction for all tiers. Monitor/use data to adjust that instruction. Provide IC support.</li> <li>3. Provide explicit vocabulary instruction to all students specifically those identified for support using explicit evidence-based practices. Utilize IC to support teachers in providing explicit vocabulary instruction using the Structured Literacy approach.</li> <li>4. Home-Language Survey/Teacher Observation Checklist will be used for new students each year and followed up with a screener. Any student identified as EL will be assessed annually for ELP using the state-approved assessment.</li> <li>5. Continued focus on identification/high-quality support of students at-risk as has been done through the MLP.</li> </ol>
<b>Evidence-Based Strategies, Practices, and Interventions</b>	<ol style="list-style-type: none"> <li>1. Data is beginning to be used consistently to inform instruction but PD in this area still needs to be increased.</li> <li>2. Students are not taught to examine their own data.</li> <li>3. Chosen evidence-based strategies, practices, and interventions are not aligned to the PD Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the IC model to increase teacher knowledge and confidence in utilizing data (formative data as well as MAP, DIBELS, and SBAC data) to guide and improve instruction.</li> <li>2. Explicitly teach students how to read and interpret their own data/progress reports to identify areas of strengths/weaknesses and set their own learning goals.</li> <li>3. The BESLP (pp. 16-20) will be updated to target PD that specifically focuses on utilizing evidence-based practices and strategies for Tier 1 instruction and for all interventions to ensure success of all students. The Institute of Education Sciences (IES), What Works Clearinghouse (WWC) and MLP resources listed on p. 90 will be used as resources. Evidence-based Core curriculum will be purchased K-8</li> </ol>
<b>Job-Embedded and</b>	<ol style="list-style-type: none"> <li>1. Personalized improvement plans have not been developed for teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Through the use of a new walkthrough tool (Silverback Learning-Danielson Framework),</li> </ol>



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<p><b>Classroom Focused Professional Development</b></p>	<p>2. Teachers are not effectively utilizing technology and technology applications to improve teaching and learning in the curricula and academic subjects in which they teach. 3. No full-time Instructional Coach to support teachers in the classrooms. 4. A cycle for follow-up training has not been created and implemented to ensure PD leads to improved teaching and learning.</p>	<p>individualized improvement plans will be created and shared with all staff to further develop teacher/staff efficacy. 2. PD and IC will focus on providing continued training/support in the use of technology in general and all technology applications. BES has several online learning applications that are aligned to the MCS and allow for differentiation and individualization. 3. A full-time IC will be hired to support all teachers in Job-Embedded and Classroom Focused PD; to ensure that all PD at the SEA and LEA levels are being systematically implemented into all classrooms. 4. A PD schedule has been started in BESLP to ensure a cycle for follow-up training occurs and results in improved teaching and learning.</p>
<p><b>Sustain Comprehensive Literacy Instruction at the SEA and LEA Levels</b></p>	<p>1. PD is not aligned to increase teacher knowledge about how to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis. 2. Not all teachers thoroughly understand how to adjust instruction and assessment based upon student work and achievement.</p>	<p>1. PD will provide for comprehensive literacy instruction for all new educators each year. Ongoing PD will be provided through the PD Plan/IC to educate all staff on how to analyze student work, engage in high-quality professional conversations about what high-quality student work looks like. 2. IC will work closely with teachers at all levels to ensure teacher capacity is increased in this area and to disaggregate data to further identify MCS needs for all students.</p>
<p><b>Community and Family Engagement</b></p>	<p>1. Parents and families do not fully understand the learning objectives and skills required for their child's success. 2. Parents and families of students who receive Tier II and Tier III Interventions do not regularly receive updates about their child's progress.</p>	<p>1. An FEF will support and educate families and share MCS/MELS information and literacy expectations regularly as part of benchmark progress reporting. Outreach will be a major effort through this grant. 2. Parents and families of students who receive Tier II and Tier III interventions will be informed through data reports from DIBELS/MAP as well as through teacher contact in between benchmark periods.</p>
<p><b>School Quality Climate and Communication</b></p>	<p>1. Although School Culture, Climate and Communication have improved through the last Grant cycle as identified in the CNA, administration has identified that walkthrough data shows a larger deficit than is shown in the CNA. 2. There is not a clear vision and mission statement that leads the direction of the school. 3. MTSS framework is not completely clear, consistent, and evident for all staff. 4. Annual climate goals have not been developed, communicated clearly, written into required plans, and revisited at least monthly with staff. 5. Student focus groups are not formed and do not provide a voice for students in decision-making in the school.</p>	<p>1. Administration will continue to work on specific areas that show up as weaknesses as indicated in walkthrough data but are not identified by staff as areas of weakness. This will be done through the use of the new walkthrough data collection system and will be identified in Personal Improvement Plans for all staff. 2. Administration will share a clear vision and mission statement with staff by August 2020. 3. Although strengthened through the last Grant cycle, the MTSS still needs to be strengthened; Institute of Education Science resources will be used to address MTSS as recommended in pp. 74-75 of the MLP. 4. Goals shared with staff regularly, but need to be written into the BESLP/PD Plan/MTSS Behavior Plan and be revisited monthly to facilitate regular and consistent climate improvement. LLT and Academic Leader will write these into the above-mentioned plans and share regularly at staff meetings. 5. Academic leader will meet with 6-8 teachers to form a Middle School Student Focus Group to start. Middle School Focus Group will be implemented Year 1. IC will work to give students voice through conversation, interviews, and questionnaires as suggested in Jim Knight's book.</p>

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All other areas of the CNA showed sustained or nearly sustained in large part due to MCLP participation. BES will strive to build on previous areas of literacy improvement using the Continuous Improvement Cycle until *all* components of the CNA reach the sustained level.

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

Student Data Results	Correlating CNA Results	Next Steps	Additional Questions to Determine PD
On Winter MAP 2019, Foundational Reading Skills total K-2 not proficient 41%, students living in poverty not proficient 50%.	Program/MCS are not strategically incorporated into teacher lesson planning and instructional practices. Deficiency in how to improve and increase teachers' ability to analyze student work and achievement from multiple sources including how to adjust instructional strategies, assessments, and materials based on such analysis.	PD through IC support, regular walkthroughs and shared walkthrough results monitoring effective instructional practices. Improved data analysis. Increase teacher fluency with MCS.	How can we better provide intensive, systematic instruction on foundational reading skills in small groups to those students who score below the benchmark?
On Winter MAP 2019, K-8 Overall: 43% of students not proficient. Students identified with SEL needs: 71% not proficient	Deficiency in how to improve and increase teachers' ability to analyze student work and achievement from multiple sources including how to adjust instructional strategies, assessments, and materials based on such analysis.  Deficiency in the use of materials and programs with strong or moderate evidence that are intentionally considered and available for explicit and systematic instruction to meet the needs of these at-risk students.	Continue the use of an Early Warning System and provide Job-embedded PD for teachers-how to effectively use explicit, direct instruction; give adequate, meaningful feedback to all students, specifically those with SEL. Added PD for teachers to support the implementation of appropriate materials and programs for students with SEL. Purchase evidence-based ELA curriculum for K-8.	What PD will be needed? How can Universal Design for Learning (UDL) be useful in increasing proficiency for SEL? Are more evidence-based materials, strategies, and practices needed to better reach students with SEL? How are teachers interacting with/responding to students with SEL?
On Winter MAP 2019, students identified with a disability K-2 100% not proficient; K-2 non-identified students 36.16% not proficient	Deficit in collaborative discussions for transition. Lack of full understanding of the Montana Early Learning Standards (MELS). Deficit in instructional knowledge about how to motivate and support students who are at-risk.	PD on MELS to ensure children from birth to age 5 have the skills and knowledge they need to achieve success in school. Family education on the same through the FEC. PD through <a href="http://opi.mt.gov/Educators/Teaching-Learning/Special-Education/Professional-Development">http://opi.mt.gov/Educators/Teaching-Learning/Special-Education/Professional-Development</a> IC support	How can the Summer Program, FEF, and SSW better support families and the community to increase awareness of the need for Early Childhood Instruction? How can we better educate families about their role as educators from birth to age 5?
On Winter MAP 2019, students reporting a race category other than white 54% not proficient; white students 45% not proficient	Deficit in time for analyzing student data to inform instruction	Create a schedule and PLCs to support time/capacity for data analysis. PD through OPI/RESA	How do we use schedule to maximize resources for interventions, data analysis and PD to more effectively analyze the subgroups data on a regular basis?
On MAP Winter 2019, BES overall 43% not proficient; SLIP 65.47% not proficient	Deficit in instructional knowledge about how to motivate and support students who are At-Risk	Schedule and implement consistent PD through the IC.	How will the IC effectively support educators to effectively reach At-Risk students?
On MAP Winter 2019, Students identified with disability 90.4% were not proficient; non-identified students 40.14% were not	Instruction using RtI (MTSS) intentional design is not adequately provided to students identified for additional support in Tier 2 and Tier 3 interventions; data not monitored frequently enough to ensure effectiveness.	Increased student outcomes at the BES level and implementation of strong transition activities for students moving from BES to JHS	Which students need additional support and how will the schedule support them? How can transition activities align to the areas of weakness on the ACT?

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proficient			
On 2019 ACT, Students with a disability at JHS 0% proficient, statewide students with a disability 18.3%	Deficit in students with disabilities having access to high quality Tier 1 reading and writing instruction; deficit in strong transition plan from BES to JHS	Ensure students are receiving effective Tier 1 instruction + additional intensive instruction to target specific deficits. Ensure high quality transition plan between BES/JHS.	How do help teachers schedule to ensure all students have access to Tier 1 instruction AND additional daily instruction for Tier 2 and Tier 3 support? What does a high quality transition plan entail?
On SBAC 2019, SLIP not proficient 47.72% BES not proficient 40.78%	Evidence-based strategies are not delivered with fidelity across grade levels; a plan for tiered instruction for all students is not clearly defined and fully implemented across all content areas.	Focus IC support on increasing fidelity of instruction across grade levels and content areas.	What are the most urgent areas for IC support? What strategies can keep all learners moving forward?
SBAC 2019, BES 7-8 proficient 53%; BES 3-6 proficient 59%	There is not a clearly defined and fully implemented plan for tiered instruction for all students across all content areas, including the use of explicit and systematic instruction in reading, writing, listening, and speaking. The amount and quality of instruction needs to be increased.	Focus on transition activities from Grade 6 to Grades 7-8; support teachers 6-8 in strengthening MTSS and providing high-quality, effective instruction in the time allotted	How can we prevent drop in proficiency percentage as students progress in grade levels 6-8? Does the BESLP adequately address the need for PD at these grade levels?
Fall 2019 DIAL assessment, 46% of HeadStart students were significantly below average.	Parents/families are not given the opportunity to understand the learning objectives and skills required for the student to succeed academically at the PreK level.	FEF will extend support and educate families on what their children need to do at different stages of literacy growth. BESLP p. 14-16	How do we most effectively educate parents and families of all students about the learning objectives and skills required for their student to succeed academically in each core subject? How do we ensure that families transfer the skills and knowledge gained through our efforts?

*Step 6: Use Gap Analysis Results for Selecting Relevant, Evidence-Based Strategies, Practices, and Interventions:* The Gap Analysis, including the CNA, will be used to update and improve the current BESLP. Specifically, the results will be used to first strengthen the strategies, practices, and interventions (BESLP p. 3) that have already been implemented as part of the current MCLP Grant. Additionally, the results will guide BES in the identification of further evidence-based strategies, practices, and interventions to implement that align with the suggested process in the MLP (pp. 18-20) and are outlined in the table in the next part of this application.

## **Part 2: Project Design Element 2 - Comprehensive, Evidence-Based Literacy Instruction**

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The four-step process recommended in the MLP (pp. 18-21) was used to choose additional strategies, practices, and interventions with strong and moderate evidence of effectiveness for positive outcomes for students. Funds from this Grant will be used to support/purchase those evidence-based strategies, practices, and interventions. The table below outlines the strategies, practices, and interventions that have been chosen to support comprehensive, evidence-based literacy instruction and how they are aligned to Montana Standards and Curriculum.

<i>1. Evidence-Based Strategies, Practices, and Interventions and Alignment to MCS/Curriculum</i>	
<b>Birth-PreK Strategy, Practice, or Intervention</b>	<b>Aligned to MT Standards/Curriculum</b>
<ol style="list-style-type: none"> <li>1. Use and share resources from Family Outreach of Helena to inform families of children Birth-PreK of the Language/Communication skills their children should have at various stages in development.</li> <li>2. Increase community outreach by partnering with community stakeholders to identify students at risk for school failure prior to attending school using the Montana Early Learning Standards.</li> <li>3. Help parents understand practices they can use to effectively provide early language, emotional, and social support for their children during their transition to preschool.</li> <li>4. Provide collaboration time in BES/PreK schedules to help educators develop plans and activities that are aligned to the MELS and MCS.</li> <li>5. Communicate early with families to educate them that their child's skills and development are strongly influenced by the families and through their interactions with other people and environments before coming to school.</li> <li>6. Strengthen existing district and teacher LLTs to support teachers of PreK students and to improve communication with community and families of children ages birth to five.</li> <li>7. PD in differentiation strategies for students with SEL behaviors and academic needs at all grade levels.</li> <li>8. Hire Instructional Coach for ongoing support to improve Tier 1 instruction and refine/strengthen MTSS at the PreK level along with the rest of the school.</li> </ol>	<p>Montana Early Learning Standards MELS):  <a href="https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf">https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf</a></p> <ol style="list-style-type: none"> <li>1. MELS Social Development Standard 3.2 Expressive Communication; MELS Social Development Standard 3.3 Social Communication</li> <li>2-3. MELS Culture, Family, and community Standard 1.3 Community</li> <li>4. MELS and Montana Content Standards (MCS):  <a href="https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/English-Language-Arts-Literacy-Standards">https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/English-Language-Arts-Literacy-Standards</a></li> <li>5. MELS Communication and Language Development Standard 3.1 Receptive Communication (Listening/Understanding);</li> <li>6- 7. Detailed plan for daily teaching and communicating (BESLP); MELS Social Development Standard 1.9 Interactions with Peers/MCS</li> <li>8. Detailed plan for supporting high-quality instruction for Tier 1, Tier 2, and Tier 3.</li> </ol>
<b>Grades K-5 Strategy, Practice, or Intervention</b>	<b>Aligned to MT Standards/Curriculum</b>
<p><b>Grades K-2:</b></p> <ol style="list-style-type: none"> <li>1. Continue PD for K-2 teachers in phonological awareness and phonics explicitly and systematically with awareness of students living in poverty.</li> <li>2. Implement collaborative time for PreK-2 teachers and other early childhood education providers to address the transition to BES, including issues related to readiness and the needs of disadvantaged subgroups.</li> <li>3. Purchase curricular materials necessary for core instruction for the disadvantaged students K-2: SuperKids Reading Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Standards: Foundational Skills Consistent instructional practices for teaching existing phonological awareness/Phonics curriculums</li> <li>2. MELS/MCS</li> <li>3. Evidence-based instruction  <a href="https://ies.ed.gov/ncee/wwc/study/82903">https://ies.ed.gov/ncee/wwc/study/82903</a></li> </ol>

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<p><b>Grades 3-5:</b></p> <ol style="list-style-type: none"> <li>1. Purchase evidence-based ELA curricular materials necessary for core instruction for K-8. SuperKids, Amplify CKLA, and Amplify ELA; Training and implementation will help close the literacy gaps of disadvantaged subgroups.</li> <li>2. Continue implementing current evidence-based interventions that were purchased through the MCLP.</li> <li>3. Provide K-8 teachers with PD including Instructional Coaching in differentiated instruction/explicit instruction.</li> <li>4. Implement PD training for MT Indian Education for All across all grade spans.</li> <li>5. Continued implementation of PD Plan-ensure intentional planning occurs to strengthen MTSS.</li> <li>6. Provide further PD in data use and analysis to inform instruction.</li> <li>7. Continue implementation of social emotional programs.</li> <li>8. SSW/FEF will develop coordinated system of support that links families with local community resources</li> </ol>	<ol style="list-style-type: none"> <li>1-3. Aligned to MCS: understanding of vocabulary; understanding of syntax and structure; understanding of literary and argumentative devices; understanding of themes and central ideas. Aligned to BESLP.</li> <li>4. Aligned to MT Indian Education for All requirements <a href="http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education">http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education</a></li> <li>5-6. Aligns to BESLP p. 7 goals for data-driven decision-making <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/12">https://ies.ed.gov/ncee/wwc/PracticeGuide/12</a></li> <li>7-8. Aligns to BESLP pp. 7-10 focus on instruction for all student using MTSS <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/4">https://ies.ed.gov/ncee/wwc/PracticeGuide/4</a></li> </ol>
<p><b>Grades 6-8 Strategies, Practice, or Intervention</b></p>	<p><b>Aligned to MT Standards/Curriculum</b></p>
<ol style="list-style-type: none"> <li>1. Purchase evidence-based ELA curricular materials necessary for core instruction for K-8. SuperKids, Amplify CKLA, and Amplify ELA; Training and implementation will help close the literacy gaps of disadvantaged subgroups.</li> <li>2. PD in instruction of reading, writing, listening and speaking in all content areas</li> <li>3. Continue implementation of social emotional programs including Check In/Check Out and secondSTEP, and STOP, Talk, Walk Program.</li> <li>4. Revise current schedules so students identified with deficits will participate in core reading and intensive Tier 2 and Tier 3 support.</li> </ol>	<ol style="list-style-type: none"> <li>1-2. Aligned to MCS: understanding of vocabulary; understanding of syntax and structure; understanding of literary and argumentative devices; understanding of themes and central ideas; use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> <li>3. <a href="https://charts.intensiveintervention.org/chart/behavioral-intervention-chart/13588">https://charts.intensiveintervention.org/chart/behavioral-intervention-chart/13588</a></li> <li>4. Aligns to BESLP goals for strengthening MTSS school-wide.</li> </ol>
<p><b>High School Transition Strategies, Practice, or Intervention</b></p>	<p><b>Aligned to MT Standards/Curriculum</b></p>
<ol style="list-style-type: none"> <li>1. Implement BESLP and MTSS to support disadvantaged subgroups and better prepare BES 6-8 students for the transition to JHS.</li> <li>2. PD in instruction of reading, writing, listening and speaking in all content areas to increase student achievement prior to transitioning to JHS.</li> <li>3. Schedule time for collaboration to review student data, plan differentiated classroom interventions based on data and assessment.</li> <li>4. Implement PLCs with allotted time in schedule for collaboration with BES/JHS team members to facilitate the transition from one literacy setting to the next.</li> <li>5. Increase student motivation and engagement in literacy learning to increase high school graduation rates.</li> <li>6. Increase teacher capacity to better prepare all students for success in meeting the rigor of the MCS.</li> </ol>	<ol style="list-style-type: none"> <li>1-6. Aligned to the expectations and learning outcomes for all students as stated in the MCS and MTSS. <a href="https://ies.ed.gov/ncee/projects/evaluation/literacy_multitiered.asp">https://ies.ed.gov/ncee/projects/evaluation/literacy_multitiered.asp</a> Aligns to BESLP.</li> </ol>

BES will *make data-based decisions to improve and inform instruction* through the use of the

following assessments:

Type	Description	Assessment Options
Screening	<ul style="list-style-type: none"> <li>* All students PreK-12</li> <li>* Beginning, middle, and end of year or upon arrival in school</li> <li>* Assessments given at grade level to predict student</li> </ul>	E/ROWPVT PreK, DIAL DIBELS Next K-6 Diagnostic Decoding Survey K-6

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	performance.	MAP K-8
<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>* All student, PreK-8</li> <li>* Administered as part of the instructional routine:</li> <li>Tier 1 Every 6 weeks</li> <li>Tier 2 Every 4 weeks</li> <li>Tier 3 Every 2 weeks</li> <li>* Assessments used to determine if students are making adequate progress in the current instructional placement.</li> </ul>	<ul style="list-style-type: none"> <li>DIAL, E/ROWPVT PreK</li> <li>DIBELS Next K-6</li> <li>Diagnostic Decoding Survey K-6</li> <li>SBAC Interim Assessments 3-8</li> <li>Intervention Program Assessments</li> <li>Program Assessments</li> <li>ACT Prep</li> </ul>
<b>Diagnostic</b>	<ul style="list-style-type: none"> <li>* PreK-8 students not responding efficiently to instruction as indicated through data analysis</li> <li>* Assessments administered individually based upon data analysis and used to provide information about a student's current skill level and further needs.</li> </ul>	<ul style="list-style-type: none"> <li>Program diagnostic assessments</li> <li>Intervention program diagnostic assessments</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>* All grades PreK-12</li> <li>* End of school year</li> </ul>	<ul style="list-style-type: none"> <li>E/ROWPVT PreK; SBAC Assessment 3-10</li> <li>ACT Grade 12 (Transition)</li> </ul>

All students will be engaged in explicit and systematic instruction in all content areas (Tier 1).

Based on the appropriate assessments above, Tier 2 instruction will be given 3-5 times per week to all students who score below expected benchmarks and will be monitored as indicated above.

Any students not responding to Tier 1 and Tier 2 instruction will be given appropriate Tier 3 intervention.

*The amount and quality of instruction* will be monitored and supported through the IC and through regular, targeted walkthroughs by the IC and principal. IC and principal will intentionally look for evidence-based practices that are effectively planned and implemented within each classroom and learning environment. Additionally, the IC will support teachers in identifying instructional needs at all levels of MTSS. Focus will be on high-quality Tier 1 Bell to Bell instruction, focused and targeted small group instruction for Tier 2 and Tier 3 students, implementation of the MCS at every Tier of instruction, and explicit and systematic instruction throughout all content areas and at every grade level.

*Teachers and students are inspired to create a culture of motivation, use a growth mindset, and utilize choice to increase willingness to learn, therefore, positively impacting change* through effective PD/IC support as well as through continued leadership about BES's

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vision and mission. GLT meetings will facilitate sharing of ideas and practices, implementation of PD, and ongoing team-based data analysis. Through climate improvement, teachers will work collaboratively to set goals and evaluate progress toward those goals in order to improve teaching and student achievement. The IC will facilitate this process. In addition, see Part 5: Project Design Element 5 - Instructional Coaching paragraph 5 on increasing student motivation.

*BES will provide a well-rounded education with the purpose of providing all students access to an enriched curriculum and education experience.* Through PD and IC support, BES will strive to create a growth-mindset for teachers as well as for students to improve effort toward common goals which creates sustainability of the literacy plan. Teachers will be encouraged to provide meaningful and relevant learning activities that are adapted to various student interests and abilities. All teachers will continue to be encouraged to and supported in differentiating instruction: content, process, products, and environments to better meet the needs of all students in all content areas. Additionally, BES will work to incorporate more hands-on learning opportunities in *all* classrooms.

### **Part 3: Project Design Element 3 - Educational Choice**

BES is a rural school district in a rural community. As such, BES is moving toward a sustained offering of online educational choice in addition to traditional learning opportunities to ensure that all students have opportunities to create a high-quality personalized learning path. BES utilizes several online learning applications that are aligned to the MCS to help ensure the success and engagement of all students. These online learning components help students access a high-quality learning path that is aligned to each students' individual learning goals as determined through the most current data. In addition to classes such as STEAM Club and

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Enrichment Period, the following is an outline of specific sub-groups and the applications and programs available for personalized learning paths:

<i>Options to improve students' access to educational choice for 3 or more groups of disadvantaged students</i>		
<b>Disadvantaged Subgroup</b>	<b>Options for Educational Choice</b>	<b>How this creates high-quality path to learning</b>
<b>Social Emotional Learning</b>	IXL, Acellus, EdReady, Seesaw, Google Classroom, classroom choice: content, process, product, environment, After-School Program, STEAM Club	Allows for personalized learning without the barrier of social interference; allows for extended learning opportunities in a setting outside the normal classroom
<b>Students with Disabilities</b>	IXL, Acellus, classroom choice: content, process, product, environment; After-School Program, STEAM Club	Allows students to gain equitable access to programs through the use of speech-to-text or text-to-speech as well as individualization of skill level and achievement; offers variety in setting to ensure success ; allows for engagement in STEAM activities within very small group and more one-to-one instruction
<b>Neglected/abused; incarcerated/ adjudicated youth, SLIP</b>	IXL, Acellus, Digital Academy; classroom choice: content, process, product, environment	Allows for differentiation in content applications, instructional approaches to engage and motivate students. Allows access to the same rigorous content and learning standards as all other students.
<b>All Students</b>	Online learning platform (depending upon the grade level and curriculum components); classroom choice: process, product, environment; STEAM Club, After-School Program, Morning Tutoring	Online learning gives students flexibility in learning tasks, learning time, and platform opportunity. Most students have at least three options for their online learning and communication and can access that through various devices. These platforms increase student engagement, offer student choice, and give students access to the world of online learning. Extension programs give students choice in extending their own learning outside of the classroom.

BES will follow the guidelines and resources found in the MLP p. 107 to further support these students and offer educational choices that are appropriate.

**Part 4: Project Design Element 4 - Family Literacy**

*BES addresses the needs of disadvantaged children or students by engaging families in 3 or more evidence-based literacy strategies (MLP p. 104).* BES provides support in connecting families in need (SLIP) to community resources as much as possible. BES partners with local community service providers such as Kiwanis, the local See 'n Save, and a local restaurant. Kiwanis works with BES to make home deliveries of meals or supplies that are needed to



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support families in times of family crisis. The See 'n Save provides material items such as clothing, shoes, blankets, or other supplies that students or their families need. The Boulder River Pizza and Subs supports children through reading by offering free personal pizzas or ice cream cones to students who read each month. These community-school partnerships indirectly support literacy. BES will continue this practice.

BES understands the need for a learning continuum that spans birth to grade 12. PD will focus on providing all stakeholders with the knowledge and understanding of the importance of this Birth to Grade 12 Learning Continuum. Using the resources and information presented in the MLP, BES academic leaders, FEF, SWS, and IC will educate staff, community, and families on the expected behaviors for children ages birth to five in the areas of communication, language development, and literacy. Continued PD on the MCS and the College and Career Readiness Anchor Standards (CCR) will continue to be a focus, so that all educators thoroughly understand what is expected at every grade level and age span. This information will be disseminated to families and community stakeholders through the FEF, SSW, and organized educational events through the Family Engagement Center (FEC).

BES has initiated improved community and family engagement that supports literacy learning at home. Through the previous grant cycle, BES hired a Behavior Specialist/School-Based Social Worker (SSW) who worked with families and the community to increase awareness and understanding of the needs for improved partnership between the school and stakeholders to improve outcomes for students. The SSW has implemented several of the suggested types of involvement based on the framework of the MLP (pp. 104-109). For example: Assist families with parenting and child-rearing skills which will ultimately affect literacy; Offer

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family support to those families of students with disabilities, SLIP, foster care, delinquent and neglected youth, and SEL; Provide home visits to provide support and information;

Communicate through school-to-home communications (Check In-Check Out and Check and Connect); Hold personal conferences with families; Provide information on homework policies;

Coordinate community resources and services for families. All of these approaches have improved school/community/family relationships, although this area continues to be a need as

evidenced through the most recent CNA. The following table outlines how BES *provides*

*families with 3 or more evidence-based literacy strategies AND will coordinate comprehensive literacy instruction with both early childhood programs and after-school programs:*

Family Literacy Activity and the *Disadvantaged Children/Students who are Targeted	Persons Responsible for Coordination	Grade Spans
Initiate a Parent-Teacher Home Visit schedule for families of young learners through the FEF. <ul style="list-style-type: none"> <li>● Promote support and relationship to families of children who are not currently enrolled in PreK qualifying 3-5 year olds.</li> <li>● Build relationships of trust and respect between home and school in a culturally sensitive manner.</li> </ul> *Unidentified Birth-3, SLIP, SEL, students with disabilities	FEF, SWS, Academic leader, PreK staff, counselor	Birth-PreK
Identify what literacy expectations look like for their child. <ul style="list-style-type: none"> <li>● Shared data</li> <li>● Evidence-based resources on how they can further support their children's success in school</li> <li>● Organized community education events (involving the Speech and Language Pathologist (SLP), Occupational Therapist (OT), and other specialized educators)</li> </ul> *All students, SLIP, SEL, students with disabilities	FEF, PreK Staff, 21st Century, specialized instructional personnel (SLP, OT)	Birth-Gr. 8
Improve and enhance children's early learning experiences. <ul style="list-style-type: none"> <li>● Advocate for and support quality childcare in the area</li> </ul> *Unidentified Birth-3, SLIP students with disabilities	FEF, SWS, PreK Staff/All staff	Birth-PreK
Reach out to families of students living in poverty (SLIP) to support early learning in those households. <ul style="list-style-type: none"> <li>● Continue Kindergarten Roundup/Early Child Finds</li> <li>● Invite Birth to PreK families for a special Literacy Event.</li> </ul> *SLIP, students with disabilities	FEF, SWS, 21st Century, PreK staff, other staff including specialized instructional personnel (SLP, OT, etc.)	Birth-PreK
Provide more information on the skill ranges that young children develop from Birth-5 and what families can do to support that development. <ul style="list-style-type: none"> <li>● Share MELS</li> </ul> *unidentified Birth-3, SLIP	FEF, SWS, PreK-K Staff	Birth-K

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<p>Collaborate with 21st CCLC After-School Program to plan for literacy activities that span Birth to PreK.</p> <ul style="list-style-type: none"> <li>Activities for teaching families how to do: read and write alouds, guided reading and writing, shared reading and writing, and interactive reading and writing to promote literacy.</li> </ul> <p>*SLIP, unidentified Birth-3, students with disabilities, SEL</p>	<p>FEF, academic leaders, Teachers, IC, SSW, PreK Staff, SLP, OT, 21st CCLC Coordinator</p>	<p>Birth-PreK</p>
<p>Engage in Family Literacy Events in Family Engagement Center</p> <ul style="list-style-type: none"> <li>Literacy activities and dinner provided</li> <li>BES currently does this once per year K-8 but can expand to include all families with children Birth-Grade 8</li> <li>Students/families participate in guided literacy activities that help build school-family-community partnerships to promote literacy.</li> <li>Increase to twice per year</li> </ul> <p>*SLIP, unidentified Birth-3, students with disabilities, SEL</p>	<p>All staff, FEF, 21st Century Program, Local Library/other community stakeholders, OT, SLP, School Psychologist</p>	<p>Birth-Gr. 8</p>
<p>Increase public awareness for families and providers regarding the importance of developmental screening for children Birth-PreK</p> <ul style="list-style-type: none"> <li>Mail literature, Family Literacy Activities, newspaper ads</li> <li>Partner with local health care clinic to better reach families with children ages Birth-PreK in need of services.</li> </ul> <p>*unidentified Birth-3, SLIP</p>	<p>FEF, academic leaders, PreK-K staff, School Speech Pathologist</p>	<p>Birth-PreK</p>
<p>Hold Family Engagement meetings, classes, seminars to support, educate, and partner with families of children Birth-3.</p>	<p>FEF, SSW, PreK staff, 21st CCLC</p>	<p>Birth-PreK</p>
<p>Share resources to educate and support families prenatally as well as Birth-PreK.</p> <ul style="list-style-type: none"> <li>parentingmontana.org</li> <li>http://www.montanapti.org</li> </ul> <p>*unidentified Birth-3, SLIP</p>	<p>FEF,SSW, part-time School Nurse, Academic leader, PreK staff</p>	<p>Birth-PreK</p>
<p>Engage families and students through the use of technology.</p> <ul style="list-style-type: none"> <li>Apps like Homeroom, Seesaw, and Remind increase family engagement. Families have accounts and can communicate and share student work, questions, and comments.</li> </ul> <p>*SLIP, students with disabilities, SEL</p>	<p>All teachers K-8, FEF, 21st CCLC</p>	<p>PreK-8</p>
<p>Parent Information Night</p> <ul style="list-style-type: none"> <li>Discuss planning of high school transition, summer opportunities, and high school 4-year planning</li> </ul> <p>*SLIP, SEL</p>	<p>FEF, school counselor, middle school staff, 21st CCLC</p>	<p>Grade 8</p>
<p>Provide student wakeup calls/transportation opportunities for students with low attendance and/or lack of resources</p> <p>*SLIP</p>	<p>FEF, school counselor, SWS</p>	<p>K-8</p>

These activities align to the Montana Family Engagement Standards:

<http://opi.mt.gov/Leadership/Academic-Success/Family-and-Community-Engagement>

In addition to these family literacy activities, BES participates in the 21st CCLC which coordinates comprehensive literacy activities in the After-School Program and Summer Program.

Grant funds will be used to support and organize further literacy events through the summer

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including: Family Summer Reading Program at the Community Library, an Early Learners Literacy Program for families and children Birth-PreK, and Raising a Reader Program. BES will work with 21st CCLC to expand the age levels of children who can attend Summer Program activities. Partnering with 21st CCLS to hire additional staff to accommodate greater numbers of children will be one way to coordinate early childhood comprehensive literacy instruction and After-School Program participation.

BES will use grant funds to develop a Family Engagement Center (FEC) that will be housed on campus. This center will focus on strengthening parenting skills, engaging families and caregivers with the school, and making families aware of educational, healthcare, and community resources that can support their child's short- and long-term progress. In addition, a primary focus will be to enhance and improve early childhood systems which can have major short- and long-term effects on cognition, social-emotional development, and school progress. Over the course of the grant, sustainability of this center will be a major focus.

Finally, as part of increasing parent and family involvement in their child's literacy, parents and families of students receiving Tier 2 and Tier 3 interventions will be informed of their child's progress a minimum of six times per year. This will be done through shared benchmark data (DIBELS and MAP), mid-term and quarterly reporting based on student grades as recorded in Infinite Campus Grading and Data Collection system, and sharing of SBAC data throughout the year and at the end of the year. Informed parents are more likely to support their child's education.

### **Part 5: Project Design Element 5 - Instructional Coaching**

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*Instructional coaching will support the implementation of the plan and how staff will continue with plan between instructional consultant and OPI visits.* BES will use Grant funding to hire an Instructional Coach (IC) to build capacity for sustainability of the high-quality literacy plan. The IC will support and collaborate with teachers to incorporate research-based instructional practices and interventions to help students learn more effectively and to ensure that the SEA and LEA level high-quality PD is being implemented in the classrooms. The IC will meet with and work with the instructional consultant/OPI consultant during each visit and maintain high levels of follow through between visits through regularly scheduled classroom visits and coaching cycles through Job-Embedded PD using a partnership approach that aligns to the MLP (p.87). The IC plan will follow the CIC model to effectively assist teachers in implementing research-based practices and interventions as aligned to the MLP as part of Job-Embedded PD.

The IC will support the high-quality literacy plan by providing ongoing, consistent follow-up by way of demonstrations, observations, and conversations with educators as they implement PD into their classrooms. The IC will also support all new staff members in explicit, systematic instruction and delivery of instruction as stated in the BESLP. The IC will work with teachers to gain a clear picture of reality in the school through the use of video recording, learning from students, and gathering observation data and further practices based on the Jim Knight IC framework.

The IC will work with teachers to improve instructional practices to increase student achievement. The IC will collaborate with students as well to increase student voice. For instance, one area of the CNA that indicated a weakness was that of student voice in decision-making, so the IC will also initiate daily conversations with students to gain an

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understanding of their experiences both in and out of school. These conversations will be used to not only inform improvement in teaching but also to increase motivation and learning from the students' perspectives by giving the students increased voice in their own learning experiences.

While the hope is to sustain funding of the IC beyond the life of the grant, being a small, rural district with varying enrollment, sustainability may not be realistic. Therefore, the IC will work toward a Peer Coaching Model, and along with the academic leaders, focus on building individual and collective efficacy within the school. The end goal is for all teachers to have increased knowledge in the MTSS framework, the MCS, and evidence-based practices for effective instruction in order to sustain the goals of the grant. If sustainable funding is possible, BES will utilize Neglected Youth and Title 1 funds to sustain the position.

### **Part 6: Project Design Element 6 - High Quality Professional Development**

*Grant funds will be used for a high-quality PD plan that supports the implementation of comprehensive, evidence-based literacy instruction in a MTSS and at each age-level.* Through the first MLP Grant cycle, BES focused PD on increasing teacher capacity in the use of evidence-based practices, materials, and interventions especially for disadvantaged subgroups (K-2), explicit and direct instruction for all students, and the analysis of data to inform classroom literacy intervention. The current CNA will be used to guide the planning of further PD in order to effectively build on and improve knowledge of comprehensive literacy instruction across all grade spans. This will be done annually through the free resources such as OPI Teacher Learning Hub, the Regional Education Service Area (RESA), SEA trainings, and through PLCs developed within BES. Funds from the MCLSDP grant will support each individual teacher through the use

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of the targeted PD at the SEA and LEA levels, IC, walkthroughs, attendance at the Montana Summer Institute, and participation in the required regional grant meetings.

<i>Explicitly demonstrates how to develop and implement high-quality PD that will:</i>		
<i>A. Improve and increase educator's understanding and knowledge of comprehensive, evidence-based literacy instruction Birth-Grade 12.</i>		
<p><b>Birth to Age 5:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. PD on the Montana Early Learning Standards; Montana Preschool Program Guidelines <a href="https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf">https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf</a></li> <li>2. PD on how to support families in working with children on multiple levels, teaching that early learning opportunities/development is continuous and sequential across areas of growth and learning (MELS).</li> <li>3. Continue/strengthen early identification and intervention of children age Birth-3 through Family Outreach.</li> <li>4. Follow up on previous LETRS training for all staff.</li> </ol>	<p><b>K-5:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. PD on the MCS and the CCR as outlined in BESLP Long-term PD Plan to increase teacher effectiveness on all strands of literacy instruction</li> <li>2. Focused PD on the foundational skills of reading as outlined in the MCS including the standards for Informational Texts at the 3-5 levels.</li> <li>3. Regular PD that continues to support teachers in the effective use of assessment and how to adjust instruction based on that assessment.</li> <li>4. Consistent partnership with IC to support/increase teacher effectiveness specifically how to deliver instruction that is effective for all Tiers of learners.</li> <li>5. Regular PD on IEFA to better support teachers of students IC acts as a school-based facilitator to meet with teachers to discuss data.</li> <li>6. Follow up on LETRS training.</li> </ol>	<p><b>6-8:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. PD on the MCS and the CCR as outlined in BESLP Long-term PD Plan</li> <li>2. PD on the MCS and Disciplinary Literacy across ALL content areas including Math</li> <li>3. PD to support all educators on how to effectively teach reading, writing, speaking, listening, and language effectively across ALL content areas</li> <li>4. Consistent partnership with IC to support/increase teacher effectiveness specifically how to deliver instruction that is effective for all Tiers of learners</li> <li>5. IC acts as a school-based facilitator to meet with teachers to discuss data.</li> </ol> <p><b>Grades 9-12:</b></p> <ol style="list-style-type: none"> <li>1. Supported through effective PreK-8 continuous PD</li> </ol>
<i>B. Job-embedded and classroom focused PD for comprehensive literacy instruction</i>		
<p><b>Birth-PreK:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. Instructional Coaching</li> <li>2. Mentoring through BES K-2 staff to PreK staff</li> <li>3. Inclusion of PreK staff in GLT meetings.</li> <li>4. FEF support through the FEC</li> </ol>	<p><b>K-5:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. Instructional Coaching</li> <li>2. Individualized Personal Improvement Plans as indicated by walkthrough data from Silverback Learning</li> <li>3. Offer online PD opportunities that provide flexibility for staff</li> <li>4. Ongoing GLT meetings to analyze data and discuss/implement teaching approaches that are more effective.</li> </ol>	<p><b>6-8:</b> (MLP p. 113)</p> <ol style="list-style-type: none"> <li>1. Instructional Coaching</li> <li>2. Individualized Personal Improvement Plans as indicated by walkthrough data from Silverback Learning</li> <li>3. Offer online PD opportunities that provide flexibility for staff.</li> <li>4. Video reflection of teacher lessons at the 6-8 level</li> </ol> <p><b>Grades 9-12:</b></p> <ol style="list-style-type: none"> <li>1. Supported through effective PreK-8 continuous PD</li> </ol>
<i>C. Data-driven decision making for comprehensive literacy instruction</i>		
<p><b>Birth-PreK:</b></p> <ol style="list-style-type: none"> <li>1. Collect and analyze participation data from the FEF/FEC, maintaining observation, portfolio, and other records.</li> <li>2. Attendance and participation in all SEA PD through the Grant process to increase teacher understanding of</li> </ol>	<p><b>K-5:</b> (MLP p. 114)</p> <ol style="list-style-type: none"> <li>1. Instructional Coaching</li> <li>2. GLT meetings to analyze multiple sources of student data to inform instruction</li> <li>3. PD on effective use of formative assessment to guide instruction including the use of a variety of formative</li> </ol>	<p><b>6-8:</b> (MLP p. 114)</p> <ol style="list-style-type: none"> <li>1. Instructional Coaching</li> <li>2. GLT meetings to analyze student data, both at the student level and at the classroom level and use the data to make any necessary changes in instruction</li> <li>3. PD on effective use of formative</li> </ol>

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comprehensive, evidence-based literacy instruction.	assessments 4. Analyze walkthrough data to determine teacher needs and PD planning.	assessment to guide instruction and material selection for instruction 4. Analyze walkthrough data to determine teacher needs and PD planning <b>Grades 9-12:</b> 1. Supported through effective PreK-8 continuous PD
<i>D. Sustain comprehensive literacy instruction</i>		
<p><b>Birth-PreK:</b></p> <ol style="list-style-type: none"> <li>1. Provide support for all new educators including. PreK paras</li> <li>2. Continue to provide support for families in the MELS through the FEF.</li> <li>3. Continue to collaborate effectively with PreK staff and program leaders, including Family Outreach, throughout the life of the Grant and beyond.</li> <li>4. Continuous use and development of the BESLP to sustain literacy instruction in a consistent manner at BES.</li> <li>5. Work toward sustainability of the Family Engagement Center (FEC) within BES.</li> </ol>	<p><b>K-5:</b> (MLP p. 114)</p> <ol style="list-style-type: none"> <li>1. Provide support for all new educators including paraprofessionals as outlined in BESLP</li> <li>2. Complete the CNA annually to maintain up-to-date response to needs</li> <li>3. Utilize the CIC to sustain efforts to improve comprehensive literacy instruction</li> <li>4. Share information from the CIC with all stakeholders (school board, public)</li> <li>5. Develop a cycle for follow-up training of PD that occurs at the LEA and SEA levels</li> <li>6. Teach students to examine their own data and set learning goals.</li> <li>7. Continue PD on the use of the different assessment types to meet the learning needs of all students.</li> <li>8. Continuous use/development of the BESLP.</li> <li>9. <a href="https://mtplportal.org/organizer/teacher-learning-hub/">https://mtplportal.org/organizer/teacher-learning-hub/</a></li> <li>10. Continually work toward sustainability through increased teacher efficacy; using IC to “train the trainers” so that all staff are highly qualified to sustain the literacy plan</li> <li>11. Sustainably fund the IC position to provide sustained, Job-Embedded PD</li> </ol>	<p><b>6-8:</b> (MLP p. 114)</p> <ol style="list-style-type: none"> <li>1. Provide support for all new educators including paraprofessionals as outlined in BESLP.</li> <li>2. Complete the CNA annually to maintain up-to-date response to needs.</li> <li>3. Utilize the CIC to sustain efforts to improve comprehensive literacy instruction.</li> <li>4. Share information from the CIC with all stakeholders.</li> <li>5. Develop a cycle for follow-up training of PD that occurs at the LEA and SEA levels.</li> <li>6. Continued PD on the use of the different assessment types to meet the learning needs of all students.</li> <li>7. Continuous use and development of the BESLP</li> <li>8. Continually work toward sustainability through increased teacher efficacy; using IC to “train the trainers” so that all staff are highly qualified to sustain the literacy plan</li> <li>8. Sustainably fund the IC position to provide sustained, Job-Embedded PD</li> <li>9. <a href="https://mtplportal.org/organizer/teacher-learning-hub/">https://mtplportal.org/organizer/teacher-learning-hub/</a></li> <li><b>Grades 9-12:</b> 1. Supported through effective PreK-8 continuous PD and sustainability</li> </ol>

**Part 7: Project Design Element 7 - Continuous Improvement Cycle (CIC)**

Through the current MCLP and the CIC, BES has identified systemic processes that are nearing the sustained level of implementation and actionable steps to reach sustainability. The CIC is the method BES will use to monitor and ensure the effectiveness of building capacity, and how it is impacting teaching and learning to yield results. (MLP pp. 42-45)

<i>Age/Grade Continuum</i>	<i>How this grant will build on current efforts to improve</i>	<i>* Activities/goals * Activities to improve</i>	<i>Timeline for building capacity</i>	<i>Method to monitor the effectiveness of</i>
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	<i>literacy</i>	<i>transitions Birth-Gr.12</i>	<i>for implementation</i>	<i>building capacity</i>
<p>Across all grade spans, the goal for BES is to build capacity which leads to sustainability through clear direction, staff development, positive relationships and collaboration, and effective school staffing, instructional support, and resources. BES's focus is to increase the individual and collective abilities of staff to continuously improve student learning and reach sustainability of the high-quality literacy plan.</p>				
<b>Birth-Pre K</b>	<p>Continued PD for understanding how MELS and MCS ensure students have the knowledge and understanding they need to be successful.</p> <p>BES will collaborate with specialized instructional personnel such as School Psychologist, Occupational Therapy, Physical Therapy, and Speech and Language Pathology to plan and develop Family Outreach Opportunities to identify, engage, and support families with children ages Birth-3 who may not have been previously identified.</p> <p>Develop a Family Engagement Center (FEC) and hire a full-time Family Engagement Facilitator (FEF) to support and educate families with children Birth-PreK and to provide wrap-around services to these families.</p>	<p>Increase % of 4-yr olds who score average on the DIAL by 10% each year:</p> <ol style="list-style-type: none"> <li>1. Build and maintain relationships and connections with families through the FEF and SSW.</li> <li>2. Support/educate parents in child advocacy through FEF</li> <li>3. Prepare and disseminate home-learning activities systematically from year to year (FEC).</li> <li>4. Educate families on effective practices to provide early language, emotional, and social support for their children.</li> <li>5. Increase family engagement and awareness (FEC).</li> <li>6. Extend 21st CCLC Summer Program availability to PreK to facilitate PreK-K <b>transition.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing (sustained)</li> <li>2. Begin August 2020; work to be sustained by end of Year 3.</li> <li>3. August 2020 on</li> <li>4. Begin August 2020; work toward sustained by end of Year 3 through collaboration with SSW.</li> <li>5. Ongoing</li> <li>6. Summer 2020 on</li> </ol>	<p>Monitor DIAL test scores for PreK students annually and use the CIC to determine Next Steps.</p> <p>Compare child identification data to previous data.</p> <p>Monitor PreK data and attendance</p>
<b>PreK-K</b>	<p>Continue PD to support teachers in providing evidence-based instruction, using evidence-based materials and strategies to deliver systematic, high-quality instruction. Continue frequent contact with all stakeholders about the importance of literacy at early grades.</p> <p>Continue improving existing K <b>transition</b> plan for readiness. Provide wrap-around services. Continue to support and house the HeadStart program</p>	<p>Increase % of PreK students who score average or above on the DIAL by 10%.</p> <ol style="list-style-type: none"> <li>1. Continue the Kindergarten RoundUp/Child Find to coordinate kindergarten <b>transition</b></li> <li>2. Organize a Fall Child Find (Birth-K)</li> <li>3. Consistent/regular contact with PreK families to inform about the child, routines; new school setting (FEF)</li> <li>4. Continue the Kindergarten Family Visitation Day in August</li> <li>5. Home Visits</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing (sustained)</li> <li>2. August/Sept. 2020 on</li> <li>3. August 2020-June 2024 and beyond</li> <li>4. Ongoing</li> <li>5. August 2020 on</li> </ol>	<p>Monitor PreK-K data and early childhood referrals</p>
<b>1-5</b>	<p>Build on staff awareness and proficiency with BESLP and MLP.</p> <p>Increase collaboration with community experts/career advocates to promote increased career exposure beginning in the early grades to facilitate later <b>transitions</b> in upper grades. Provide wrap-around services.</p>	<p>Increase % of 5th grade students proficient on SBAC by 5% annually:</p> <ol style="list-style-type: none"> <li>1. Use time at GLT meetings to discuss/review the BESLP and reflect on teacher practice.</li> <li>2. Invite community career/job experts to speak/partner with students to</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing (improve)</li> <li>2. Fall 2020-on</li> <li>3. Fall 2020 on</li> <li>4. Ongoing (improve)</li> </ol>	<p>Monitor staff understanding of BESLP during GLT meetings, staff meetings, and with walk-through data collection. Use the CIC to analyze annual CNA results.</p>

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		encourage college and career readiness. 3. Create Personal Improvement Plans for increased teacher efficacy. 4. Principal to observe teacher development/efficacy and adjust PD accordingly.		Edit and update BESLP as needed and based on the CIC.
6-8	Continue the After-School Study table that has been implemented. Have the LLT work as a “ <b>transition team</b> ” to communicate regularly with the 6-8 teachers AND with families regarding data, policy, procedures, and resources for transition activities. Provide wrap-around services.	Increase % of 7-8 grade students proficient on SBAC by 10% annually: 1. Recruit volunteers to help with middle school <b>transition</b> activities. 2. SSW and FEF to facilitate <b>transition</b> activities and support at-risk/SEL students as is currently being done. 3. Continue VocRehab classes. 4. Principal to observe teacher development	1. School year 2020-2021 2. SSW Ongoing (improving; FEF August 2020-June 2024 3. Ongoing (improving) 4. Ongoing; strengthening	Monitor test scores, homework submission rates, and student motivation as noted through formative assessment/ anecdotal notes. Use the CIC to analyze annual CNA results.
9-12	Improve <b>transition</b> activities for 8th grade students including participation in HS plays, presentations, speakers, or community-based projects; implement more effective orientation activities through the <b>transition team</b>	Increase % of JHS students proficient on ACT by 5% annually : 1. Work collaboratively through 21st CCLC and BES counselor/JHS liaison to pair MS/HS students for project-based learning or community service projects.	1. Ongoing/ Improving; First year on	Analyze annual CNA results and how they impact 9-12. Use the CIC to monitor SBAC scores for Gr. 8 and ACT ELA scores for JHS

**Part 8 - Project Design Element 8 - Eligibility and Budget**

According to the SEA guidelines, BES is eligible to apply for this grant based on the 2018-2019 Free and Reduced Meal Status of 51% for 7-8 (OPI GEMS). BES serves students from families living in a rural, high poverty community with a poverty rate of 28.3% which is substantially higher than that of the national poverty rate of 13.1% and the state rate of 14.8%. In addition, BES serves the following disadvantaged subgroups: students living in poverty (SLIP), disability, delinquent and neglected youth, SEL, race, and unidentified children Birth-PreK. BES houses a PreK Head Start for 3-5 year old qualifying families (SLIP). Additionally, JHS qualifies based on their student achievement results. Only 24% of JHS students were proficient on the 2019 ACT ELA. Grant funds will be used with diligence and fidelity to the outline of the grant.

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<b>Birth-PreK: 15 %</b> Year 1 \$14,581	Year 2 \$37,500	Year 3 \$37,500	Year 4 \$37,500	Year 5 \$37,500
<b>K-5: 42%</b> Year 1 \$40,828	Year 2 \$105,000	Year 3 \$105,000	Year 4 \$105,000	Year 5 \$105,000
<b>6-8: 38%</b> Year 1 \$36,939	Year 2 \$95,000	Year 3 \$95,000	Year 4 \$95,000	Year 5 \$95,000
<b>9-12: 5%</b> Year 1 \$4,861	Year 2 \$12,500	Year 3 \$12,500	Year 5 \$12,500	Year 5 \$12,500

This budget will be used to implement the following specific evidence-based activities over the duration of the grant:

Funds will be used in Year 1 to start a Family Engagement Center (FEC) housed at BES to serve families of children Birth-5. A Family Engagement Facilitator (FEF) will be hired to facilitate identification of families with children in need of services and support, coordinate appropriate support services/organizations, and to educate, inform, and support families (<http://opi.mt.gov/Leadership/Academic-Success/Family-and-Community-Engagement>).

Funds will be used to purchase baby changing stations for installation at BES. Years 2-5 the FEC/FEF will continue to be supported with grant funds. FEC will work closely with the SSW to create sustainability of the groundwork that is put in place over the life of the Grant. The FEF will provide support at all grade levels with its primary focus on the Birth-K.

Funds will provide for a full-time IC to provide Job-Embedded PD, give voice to students K-5 to increase motivation and achievement, analyze data, and plan PD according to staff data. The IC will also be instrumental in creating sustainability through high-quality Job-Embedded PD to increase the efficacy of all staff.

Additionally, funds will be used for a Grant Coordinator stipend throughout the life of the grant to help oversee fidelity of the MCLSDP. Over the last three years, evidence-based interventions and materials have been purchased (K-2). PreK-8 needs an evidence-based

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comprehensive, core curriculum that is vertically aligned and effective for at-risk students. This will be purchased incrementally over the life of the grant. Implementation of this curriculum requires the use of Chromebooks which will be purchased in Year 1 to have available for the implementation of the new curriculum. High-quality PD will be provided regularly over the course of the grant as needed to support implementation of the new curriculum and as outlined in the BESLP (pp. 16-20) according to evolving needs. The SSW position will be continued through the life of this grant as that role has been instrumental in supporting our at-risk students and decreasing the learning gap for them.

- As outlined in **Part 7: Project Design Element 7 - Continuous Improvement Cycle**, capacity will be built through the activities and timeframes described in that table. Capacity will further be developed throughout the life of the grant through collaboration and a “train the trainers” approach. Specific, detailed job descriptions for each personnel position will include details for building capacity beyond the life of the grant and are detailed in the BESLP (pp. 21-26).

The budget that is put forth in this application is of sufficient size and scope to carry out the plan that is outlined in this application. Personnel/fringe expenditures are distributed across the grade bands. 64%-67% of the budget will go toward personnel (yrs 2-5), specifically the hiring of an IC, a SSW, and an FEF. The IC will take the lead on increasing teacher efficacy and student achievement through Job-Embedded PD. This position will be instrumental in improving instruction and promoting effective Disciplinary Literacy across the grade spans. Additionally, the rehiring of a SSW is necessary to support and counsel at-risk students and their families. A school-wide Family Engagement Facilitator will be critical in engaging those families with

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children aged Birth-PreK and increasing their knowledge and understanding of literacy from birth to school age. This position will be hired through the life of the grant to implement the Family Engagement Center and organize family education/engagement activities. The CNA/gap analysis indicated the substantial need for Job-Embedded PD K-8, support for at-risk students, and family outreach. These positions are intended to address those areas of weakness.

6-12% of the budget (yrs 2-5) will go toward updating curriculum with moderate-strong evidence-based materials. In addition to the required regional training, 3-8% will go toward additional high-quality PD that can be implemented in the classrooms to increase student achievement. Another \$3400.00/year will be used for effective walkthrough/Professional Improvement Plan development which will be used to improve teacher effectiveness. Supplies/materials account for 4% (yrs 2-5) for the high school to create orientation videos.

### **Part 9 - Project Design Element 9 - Coordination with Early Childhood**

In Boulder, just over 23% of the population lives below the poverty line which is more than 10% higher than both the national average (13.1%) and the state average (14.8%). As such, much of the population struggles to find adequate daycare or preschool care for their children. Without registered daycare, access to affordable daycare requires traveling upwards of 30 miles. This creates a gap children Birth-PreK come to school with. Children Birth to age 5 are a high priority.

BES will use grant funds to develop a Family Engagement Center that will be housed on campus. This center will focus on strengthening parenting skills, engaging families and caregivers with the school, and making families aware of educational, healthcare, and community resources that can support their child's short- and long-term progress. In addition, a

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primary focus will be to enhance and improve early childhood systems and increase all BES educators' knowledge on how to promote and sustain the efforts of the FEC.

Grant funds will provide for an FEF to coordinate the involvement of families, early childhood education program staff, principals/liaisons and other school leaders, specialized instructional personnel, and teachers in literacy development of children served in MCLSDP. The FEF will work with the SSW, Head Start staff, School-based Specialized Services (OT, PT, SLP), and local early childhood providers to implement the transition activities outlined in **Part 4: Project Design Element 4 - Family Literacy** in addition to any further activities designed to support children birth to PreK. The purpose of this center is to provide extensive family outreach and support in order to close the gap that occurs because of lack of childcare, lack of preschool opportunities outside of Head Start, and lack of family education due to poverty. This center will be modeled after the Buffett Early Childhood Institute of Nebraska to implement evidence-based practices that improve young children's learning and development. It will also facilitate collaboration with parents, caregivers, and stakeholders to communicate about students who are likely to need intervention services when transitioning from one learning environment to the next regardless of age/grade span. The FEC will be a place where the FEF can work with families/parents to educate them of what the MELs are and how they reflect what children need to know, understand, and do by the time they reach kindergarten. The FEC will serve as a transitional place where families can feel welcome, comfortable, and supported.

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**SECTION III: Budget and Narrative**

<b>MCLSDP Budget Worksheet</b>						
Required Costs for MCLSDP Activities are highlighted in gray.						
Category	Description	Year 1 June-Sept 30, 2020	Year 2 Oct-Sept	Year 3 Oct-Sept	Year 4 Oct-Sept	Year 5 Oct-Sept
<b>Personnel</b>	Personnel and Fringe	\$26,072	\$163,202	\$172,117	\$172,117	\$172,117
<b>Travel/ PD</b>	MCLSDP Conferences *Required cost	\$0	\$2,000	\$2,000	\$2,000	\$2,000
	Additional PD	\$14,200	\$7,682	\$14,815	\$14,336	\$7,721
<b>Supplies/ Materials</b>	Interventions with strong or moderate evidence and assessments	\$14,965	\$30,882	\$11,050	\$11,050	\$17,665
	Assessments	\$0	\$0	\$3,520	\$3,520	\$3,520
	Add'l Supplies/Materials	\$40,800	\$9,500	\$9,500	\$9,500	\$9,500
<b>Contractual</b>	Instructional Consultant 2 @ \$2,500 x 7		\$35,000	\$35,000	\$ 35,000	\$35,000
<b>Other</b>	Advertising		\$51	\$342	\$342	\$342
	Printing	\$0	\$0	\$0	\$1,000	\$1,000
	Equipment	\$847				
	Family Engagement		\$1,000	\$1,000	\$1,000	\$1,000
	Shipping and Handling	\$325	\$683	\$656	\$135	\$135
<b>Total Direct Costs</b>		\$97,209	\$250,000	\$250,000	\$250,000	\$250,000
<b>Indirect costs:</b>	No Indirect Costs	\$0	\$0	\$0	\$0	\$0
<b>Total Costs</b>		\$97,209	\$250,000	\$250,000	\$250,000	\$250,000

### **Budget Narrative**

When the MCLSDP grant is received, starting in June 2020, Boulder Elementary will continue the process of identifying needs. Through this process, appropriate PD will be scheduled by the IC, LLT and Academic Leader. They will develop job descriptions for the following positions: School-Based Social Worker, Instructional Coach, Family Engagement Facilitator, and Grant Coordinator. These job descriptions will be written into the BESLP. These personnel positions will be instrumental in developing staff capacity to sustain the high-quality literacy plan beyond the life of the grant.

**Personnel - Fringe Benefits** - All figured at Social Security and Medicare - 7.65%, TRS 8.15%, Unemployment - .16%, Workman's Compensation - .55% = 16.51% **Year 1 (June-September**

**30, 2020)**: **Title:** Grant Coordinator **Duties:** to facilitate implementation of the Grant, ensure fidelity/adherence to timelines and Next Steps. **Salary:** \$5,500 Stipend position **Amounts of time:** Monthly time commitment as needed to ensure fidelity/adherence to MCLSDP

**Sustainability:** only through the life of the grant **Title:** Instructional Coach (IC) **Duties:** The most significant need identified through the CNA, and necessary for continued implementation and sustainability, is the need for Job-Embedded PD. BES will hire a full-time IC through the grant, planning for long-term sustainability of that position if at all possible in our small, rural district. The IC will provide high-quality PD, ensure PD is implemented with fidelity in the classrooms, and partner with the Instructional Consultant. The IC will focus on raising teacher capacity through a "train the trainers" approach to reach sustainability of the plan if it is not otherwise feasible. **Salary:** The IC will get paid \$55,000 with benefits equaling \$9,081 per year



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and insurance costs of \$8268 per year = \$72,349 **Amount of Time:** Full time salaried

**Sustainability:** The IC position will be funded throughout the life of the grant with sustainability coming in the form of increased teacher capacity and, if possible, through Neglected Youth/Title 1 funds after the duration of the grant. **Title:** Family Engagement Facilitator (FEF) **Duties:** Area of need: for outreach, education, and support of families with children Birth-PreK; focus on strengthening parenting skills, engaging families/caregivers, making families aware of educational, healthcare/community resources and literacy standards that can support their child's short- and long-term progress; primary focus is to enhance and improve early childhood systems.

**Salary:** The FEF will get paid \$25,000 with benefits equalling \$4,128 and insurance costs of \$8,268 = \$37,396 **Amount of Time:** 20-30 hours per week **Sustainability:** duties sustained through the life of the grant; an added stipend or additional responsibilities reimbursement after the life of the grant. **Years 2-5:** **Title:** Grant Coordinator, Instructional Coach, Family Engagement Facilitator **Duties, salary, and sustainability:** continued as outlined above.

**Title:** School-Based Social Worker (SSW) **Duties:** SSW will screen students for SEL, meet with teachers to identify needs, follow the CIC to provide SEL students with adequate support and guidance, provide family outreach in conjunction with the FEF. **Salary:** Year 2 expense will be \$45,957 with the current MCLP covering \$8,915 of the salary. Year 3-5 The SSW will get paid \$40,000 with benefits equaling \$6,604 and insurance \$8,268 = \$54,872. **Amount of Time:** full time salaried position **Sustainability:** This position will help train the school counselor in duties that will help sustain the SSW duties long-term. **Title:** Orientation Production Manager (OPM) **Duties:** This position will identify, with the help of the high school's principal and counselor, what families and students need to know when transitioning to JHS. Through the film class and

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Media and Theatre Arts Club, the OPM will produce a series of short films to help with transitions into JHS. The videos will be posted to the website and used to orientate incoming 9th graders. **Salary:** \$1,500 annual stipend **Amount of Time:** varied (50-75 hrs/yr) **Sustainability:** Once complete, will only need to be revisited if additional transition needs are identified or to update videos. **Title:** Transition Meeting Attendance **Duties:** The Counselor from each school attends 8th-grade transition meetings, plans appropriate activities to transition to high school. **Salary:** \$210/\$209 stipend each to complete meetings/activities throughout the year. \$419 dedicated. **Travel and Professional Development: Year 1:** Danielson Group complete Framework PD \$2,000, Teacher Silverback Vitae Training as per estimate \$2,000, Silverback Milepost as per estimate \$7,000, Amplify ELA 6-8 in person as per estimate \$3,200 **Year 2:** In September 2020, IC and FEF will travel to Bellevue, NE to observe the Early Childhood Program at Belleaire Elementary School to use as a model for the implementation of a Family Engagement Center at BES. This training will provide BES with invaluable insight into how to reduce the achievement gap between our at-risk students and those from economically advantaged homes and improve children's learning. Flights \$600 x 2 = \$1,200, Hotels \$140/night, 2 rooms x 4 nights = \$1,120, Food/Per Diem = \$61/day x 2 people x 5 days = \$610 Total \$2,930 **Year 2 - 5:** Two required regional meetings per year = \$2,000/yr **Years 2-5:** Costs to get subs to send the LLT to Helena for the bi-annual training: 3 Certified Subs at \$85 per sub = \$255x2 = \$510.00. MT MBI Summer Institute conference: \$2,000/yr, \$275 per teacher registration fee, 5 teachers = \$1,375, 170 miles per day \$.575/mi gas = \$98/day for 5 days = \$490 Carpool/individual gas additional \$135 = \$2,000 total **Year 2, 3 & 4:** Additional PD to be determined through the CNA, data analysis, and CIC - Year 2 - \$2,223 Year 3 - \$6,285 Year 4 -

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\$7,806 Year 5 - \$3,191 **Year 3:** Amplify 3-5 online training as per estimate \$1,000 **Year 3:** IC and one other staff person will attend Jim Knight Instructional Coaching Advanced Training in March 2021 to advance coaching skills to further support teachers through Job-Embedded PD. This aligns to the goal of increasing teacher capacity through high-quality PD to ensure sustainability of the high-quality BESLP. \$1250.00 per person for 5 day training x 2 persons = \$2500.00; Airfare \$350.00 per person x 2 = \$700.00 Hotel = \$1,800 Total = \$5,000 **Year 4 and 5:** Danielson Group complete Framework PD \$2,000 yr 4, \$1,000 yr 5, Map Growth \$1000 yr 4, Check & Connect \$1000 yr 4 **Supplies and Materials: Year 1: Interventions with strong or moderate evidence:** (All as per estimates) Swiss Suite PBIS \$850/yr, Silverback Teacher Vitae \$3,476/yr, Amplify ELA 6-8 \$6,615 3 year supplies, Silverback Milepost \$4,024/yr, **Assessments:** Covered through current MCLP Grant **Additional supplies/materials:** 60 Chromebooks to implement Amplify ELA 6-8 \$300ea x 60 = \$18,000, and 60 Chromebooks to implement Amplify Core Knowledge (CKLA) 3-5 \$300ea x 60 = \$18,000, (9-12) Supplies needed to create and present orientation videos (as per tech professional): Projector - \$3,000, Camera - \$1,000, Microphone \$200, Sound 4-track portable recorder - \$300, Tripod - \$300 **Year 2: Interventions with strong/moderate evidence:** (All as per estimates) Swiss Suite PBIS \$850/yr, Silverback Teacher Vitae \$3,476/yr, Silverback Milepost \$4,024/yr, Superkids Reading Program K-2 \$14,335 initial curriculum cost, Amplify Core Knowledge (CKLA) 3-5 \$8,197 **Assessments:** Covered through current MCLP Grant **Additional supplies/materials:** Portable screen for orientation \$5,000, Editing computers - \$4,500 **Year 3: Interventions with strong/moderate evidence:** (All as per estimates) Swiss Suite PBIS \$850/yr, Silverback Teacher Vitae \$3,476/yr, Silverback Milepost \$4,024/yr, Superkids Reading Program K-2 \$2,700/yr **Assessments** include

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DIBELS \$1,000 - MAP Growth \$2,520 **Supplies and materials:** Additional supplies and materials to be determined for JHS \$9,500 **Year 4: Interventions with strong/moderate evidence:** (All as per estimates) Swiss Suite PBIS \$850/yr, Silverback Teacher Vitae \$3,476/yr, Silverback Milepost \$4,024/yr, Superkids Reading Program K-2 \$2,700/yr **Assessments** include DIBELS \$1,000 - MAP Growth \$2,520 **Supplies and materials:** Additional supplies and materials to be determined for JHS \$9,500 **Year 5: Interventions with strong/moderate evidence:** (All as per estimates) Swiss Suite PBIS \$850/yr, Silverback Teacher Vitae \$3,476/yr, Amplify ELA 6-8 \$6,615 3 year supplies, Silverback Milepost \$4,024/yr, Superkids Reading Program K-2 \$2,700/yr **Assessments** include DIBELS \$1,000, MAP Growth \$2,520 **Supplies and materials:** Additional supplies/materials to be determined for JHS \$9,500 **Contractual (Instructional Consultants): Year 1: \$0 Year 2: \$35,000 Year 3: \$35,000 Year 4: \$35,000 Year 5: \$35,000 Other: Year 1: Equipment: Baby Changing Stations: 4 each to be installed in two separate areas of the school to accommodate/include families with infants who attend programs, activities, and classes through the FEC. Cost of 211.67 each x 4 = 846.80 **Shipping & Handling:** Amplify 6-8 S&H as per estimate = \$325 **Year 2: Shipping & Handling:** Superkids S&H as per estimate = \$683 **Year 2-5: Family Engagement:** Family orientation night at JHS food = \$1,000/yr **Year 3-5: Advertising - Boulder Monitor** invite families/community to local events and increase family/community outreach: 3 each 2x4 inch ads \$57 x 6 = \$342 x 3 years = \$1,026 **Shipping & Handling:** Amplify 3-5 Yr 3 - \$656, Yr 4-5 - \$135 ea as per estimate **Years 4-5: Printing:** binding of the BESLP to increase staff understanding of the literacy plan and to increase implementation of the plan. \$40 per copy x 25 copies = \$1,000**

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**Total Direct/Grant Costs/Request: Year 1: \$97,209 Year 2: \$250,000 Year 3: \$250,000 Year  
4: \$250,000 Year 5: \$250,000 Total Indirect Costs: \$0.00 for Indirect Costs**

