



CLSD Program Grantee Overview

District Literacy Responsibilities and Expectations

Comprehensive Literacy Plan: Develop and maintain a fully integrated PK-12 District/LEA Literacy Plan that considers the specific context and culture of the learning community. The plan should feature advanced teacher training, promote high student engagement, utilize comprehensive assessments, and emphasize strong community involvement goals.

Literacy Leadership Team: Establish a well-organized literacy leadership team, consisting of knowledgeable and experienced members. The team should meet regularly to collaboratively develop and implement comprehensive literacy strategies, monitor progress, and make necessary adjustments to support student success across all grade levels.

Strong Literacy Leadership: Ensure that LEA and school leaders at all grade levels have a deep understanding of reading acquisition and evidence-based instructional practices. Leaders should provide clear guidance, engage in informed decision-making, and present a unified voice on literacy matters to effectively support and advance literacy goals.

Culture of Learning: The LEA has established a robust culture of learning for staff, featuring comprehensive and targeted professional development programs, strong support for continuous improvement, and a collaborative environment that promotes innovation and excellence. Staff are actively included in decision-making processes, ensuring they feel confident and comfortable in embracing new learning and practices.

Effective Internal Partnerships: The LEA has established effective partnerships, collaboration, and communication internally among departments and teams. Teams consistently collaborate across departments, with clear and frequent communication involving all stakeholders—including various grade levels, special education, interventionists, SLPs, ELD teachers, and others.

Data-Based Decision-Making: The LEA has a robust data-based decision-making system in place, including consistently scheduled data team meetings. Data is effectively utilized to drive instruction and continuously improve student outcomes.

Comprehensive SMART Goals: The LEA has developed goals that are specific, measurable, achievable, relevant, and time-bound (SMART) to effectively target and improve student outcomes.

Goals Addressing All Grade Levels: The LEA has developed comprehensive SMART goals that are specific, measurable, achievable, relevant, and time-bound to effectively target and improve reading progress for all grade levels represented in the system.

Continuous Improvement: Regularly review and update the District Literacy Plan to ensure continuous improvement, incorporating feedback and data to enhance literacy instruction and address emerging needs.



CLSD Literacy Instruction and Professional Development Requirements

Scientifically and Evidence-Based Instruction: Ensure that all instruction is scientifically and evidence-based, utilizing proven methods and strategies supported by research to enhance student learning and outcomes.

Access to High-Quality Resources: Confirm teachers have access to high-quality, research-aligned curricular resources, eliminating the need to create their own materials and ensuring they can focus on effective instruction.

Professional Development: Plan for professional development that includes a balanced combination of outside-the-classroom sessions that present theory, demonstrate practices, and offer feedback opportunities, along with robust, ongoing in-classroom coaching.

Comprehensive Assessment Plan: Ensure plan includes valid and reliable interim and diagnostic assessments, data protocols and analysis to inform instructional decision-making.

UIP Alignment: Review plan to ensure it is aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with an SRD

Schedule Design: Review and adjust the school schedule to include a dedicated block of time for literacy instruction each day. Additionally, incorporate literacy instruction within subject areas to support integrated learning across the curriculum.

MTSS Process: Ensure that the Multi-Tiered System of Supports (MTSS) framework is implemented effectively, providing targeted interventions based on student needs, regularly reviewing data, and adjusting instruction to support all learners, particularly those struggling with literacy.

Vertical Alignment: Establish and maintain vertical alignment between grades K-3 to ensure a cohesive and sequential progression of literacy instruction and skills development.

On-going Grant Activities and Management

Familiarity with Grant Requirements: Ensure familiarity with all [grant requirements](#), assurances, and the [Request for Applications \(RFA\)](#) to ensure compliance and effective grant management.

Fiscal Responsibility: Ensure that all [required fiscal documents](#) are submitted in a timely manner according to grant deadlines. This includes submitting the Annual Financial Report (AFR) and the new budget for the upcoming fiscal year using the designated forms.

Budget Revisions Approval: Ensure that any budget revisions made during the specified window are submitted for approval and are reviewed by the [CLSD Grant Program Manager](#).

Allowable Expenses: Review the [Allowable Uses of Funds](#) section in your cohort-specific RFA document on the website.



Evaluation and Reporting: Review the [Evaluation and Reporting](#) section in your cohort-specific RFA document on the website.

Grant Requirement Guidance: Refer any questions about grant requirements to the [CLSD Grant Program Manager](#) to ensure the most accurate and up-to-date information.

Site Visits or Desktop Reviews: Grantees are required to actively participate in site visits or desktop reviews as part of the grant monitoring process. The goal of these reviews is to ensure compliance with grant requirements, assess program performance, and identify areas for improvement.

Continuity in Grant Activities

Contact Information Form: If there have been changes to your primary grant and budget contacts, complete the [CLSD Contact Information Change Form](#).

Leadership Transition Plan: If there are leadership changes, develop a District Leadership Transition Plan to ensure continuity in grant activities.

Interim Leader Training: Prepare an interim leader (e.g., assistant principal) to take over grant responsibilities during any transition period.

Communication Plan: Ensure that the new district leader is quickly brought up to speed on grant requirements and the role of the external consultant.

Consultant Support: Use the external consultant to help maintain continuity and provide support during the leadership transition.

Implementation Consultant Role and Expectations

Clarifying Consultant Role to Teachers: Ensure it is communicated clearly to teachers that the consultant's role is not to evaluate their job performance but to support and improve instructional practices.

Classroom Visits: Ensure the consultant conducts regular classroom visits and walkthroughs to observe literacy instruction and provide constructive feedback.

Professional Development: Schedule opportunities for consultants to deliver professional development sessions or workshops for teachers, focusing on literacy strategies and best practices.

Coaching and Support: Facilitate coaching and support for teachers by working closely with consultants to observe instruction, receive constructive feedback, and apply effective teaching strategies, ensuring that the unique challenges faced by students are understood and addressed.

Tailored Support: Collaborate with the consultant to ensure that support is differentiated according to the varying levels of experience and abilities among teachers.



Active Collaboration with Literacy Coaches: Ensure close collaboration between internal literacy coaches and consultants to ensure consistency in literacy instruction and build capacity for sustainable practices that will continue after consulting work and the grant period ends.

Modeling Effective Instruction: Have consultants and literacy coach model effective instruction by demonstrating best practices and proven techniques in literacy, both during classroom visits and through professional development sessions. Ensure actionable examples are provided for teachers to implement.

Data Analysis: Have consultants assist in analyzing student performance data to inform instruction and identify areas for improvement. Use the data to assess progress and determine if the district is on track to meet literacy goals. Ensure that all strategies are data-driven and focused on these goals. Co-develop and implement a data meeting protocol if strong systems are not already in place.

Curriculum Acceptance: Ensure that staff and consultants accept the school or district's literacy curriculum choice and focus on promoting its strengths. Consultants should support teachers in effectively using the existing materials and help them maximize the curriculum's potential in their literacy instruction.

Resource Recommendations: Consultants should provide or recommend resources and materials when asked or needed to support literacy instruction.

Consultant Evaluation Criteria: Establish clear criteria for evaluating the effectiveness of the consultant in supporting school goals.

Feedback Mechanism: Create a formal feedback mechanism for school leaders and teachers to express their views on the consultant's performance.

Change Process: If the current relationship is not meeting expectations, establish clear criteria for selecting a new consultant or resource and outline a process for transitioning responsibilities smoothly.

Documented Procedure: Ensure the procedure for changing consultants is documented and communicated to all relevant stakeholders, including approval for new consultant from CLSD Program Manager.