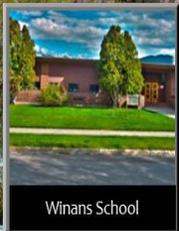
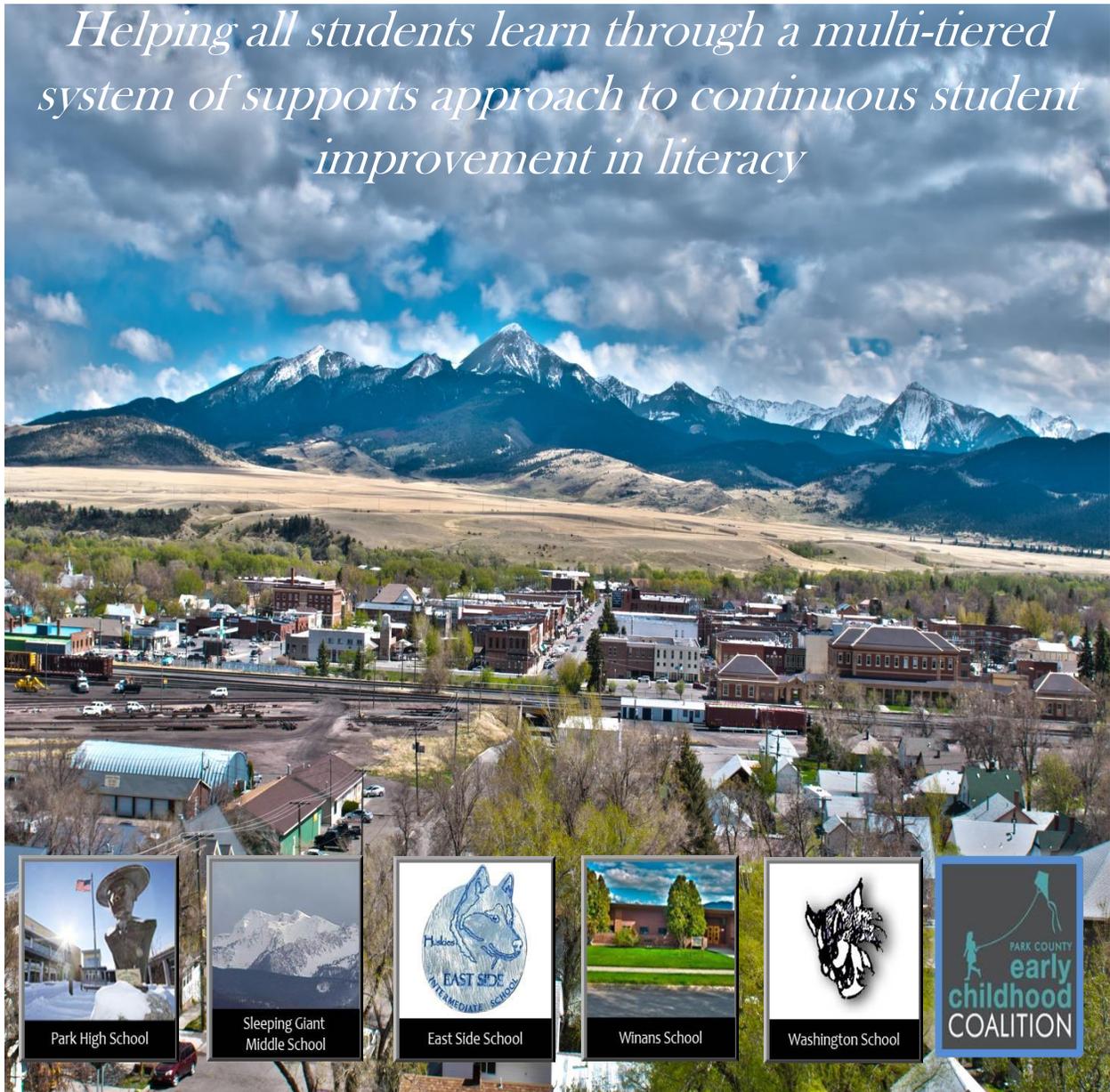


Livingston School District Comprehensive Literacy Plan

December 2017

Helping all students learn through a multi-tiered system of supports approach to continuous student improvement in literacy



Livingston School District Comprehensive Literacy Project

“No job is guaranteed anymore. You know, it used to be like when you did get a job on the railroad, you were set for life.” (C. Bosley, interview by Keffer, Livingston, Montana oral history, 1997)

“Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. Montana students need to be able to use their literacy abilities in multiple ways and for multiple purposes in an ever-changing world.” (Montana Office of Public Instruction, 2017)

Introduction

The city of Livingston, Montana, is situated near the Great Bend of the Yellowstone River, north of Yellowstone Park, where the Yellowstone turns from flowing north to flowing east. In his return trip from the Pacific in 1806, Captain William Clark, in the first written description of the area, described the area as the coming together of buffalo roads. These converging trails, surrounded by four mountain ranges, have been used for over 11,000 years by both buffalo and the Clovis people who entered the area by way of the Bering Land Bridge at the end of the last Ice Age. The Northern Pacific Railroad established Livingston in 1882, continuing westward expansion from the Dakota Territory to Seattle. In the 1950's the railroad employed 1100 workers; today, it employs 100 workers. The population of a now de-industrialized Livingston is 7400, with children under 18 comprising 21% of the population.

The Livingston School District operates the largest schools in Park County as Livingston is the county seat and the biggest city. Its 1443 students live in the city and within the county. Although homogeneous in ethnicity, the schools are diverse socioeconomically. With average earnings per job at \$27,285, below the Montana and U.S. average, the District averages 50% of students qualifying for free/reduced-price meals. Financial insecurity, and for too many, being

one paycheck away from not making the rent or mortgage payment takes its toll on families and children in our community. Park County has one of the highest per capita suicide rates in Montana. During the conception of this plan, two middle school girls died within three weeks of each other, one by suicide. While this geographic area has been a place of intersecting trails for thousands of years, the intersection today is vastly different from that used by the Clovis people who walked on the Old North Trail. At today's intersection is a rural community born of the railroad industry, now with a deindustrialized economic base. Squarely situated at the intersection are children who make their way about on bicycles and skateboards, and their families, some with clear visions of their futures and the means to get there, others, wanting upward economic mobility, not sure how to get there. There are those not convinced of the value of an education, and some, experiencing the effects of multi-generational trauma or transiency, who struggle with the time, the resources and skills to raise their children.

Having missed making the mark in test scores or graduation rates in a school several years running in either the "All Students" population or in one of the sub-groups, specifically the economically disadvantaged students or special education students, the Livingston Comprehensive Literacy Plan (LCLP) has an ultimate goal of successful implementation of a multi-tiered system of support (MTSS) from PK-12. Through highly successful community and school partnerships with a variety of agencies who serve youth such as Livingston Graduation Matters and the Park County Early Childhood Coalition, we now have the capacity to significantly improve on important measures. For example, the graduation rate has increased from 74% to nearly 95% over the past six years. The community and the Livingston Board of Trustees, after a year of planning, has recently launched a "collective impact" initiative to

ensure that district and community efforts meet important needs of children and families. The LCLP comes at an excellent time in the District’s evolution as we will be able to leverage resources and focus time and energy on literacy across not only age levels and content areas, but through community-based collaborative partnerships that support transitions from one literacy setting to the next.

Part 1 – Assessment of Local Needs

Part 1 describes the first step of the continuous improvement cycle, that of assessing needs and gaps. The literacy gap analysis process includes the disaggregation of data for disadvantaged subgroups, the process of using the comprehensive needs assessment (CNA) with the MCLP alignment tool, the analysis of the CNA and, finally, the correlation of CNA with student data. Part 1 ends with the identification of gaps and the interventions that are needed.

Step 1. State and local disaggregated information was examined by the LCLP team:

<u>Assessments</u>	<u>PK – K</u> Wa. Early Foundations & Park County Early Childhood Coalition	<u>Grades 1, 2</u> Winans Elementary School	<u>Grades 3-5</u> Eastside Elementary School	<u>Grades 6-8</u> Sleeping Giant Middle School	<u>Grades 9-12</u> Park High School
Local	DRA, Speed DIAL-4, AIMSweb Phoneme Segmentation Fluency	DRA, AIMSweb, CBM	AIMSweb, STAR	STAR, AIMSweb, CBM	STAR, Credit- deficiency, drop out rates
Montana	NA	NA	SBAC	SBAC	ACT

Step 2. Both state and local data for disadvantaged subgroups were examined by the LCLP leadership team, a team composed of faculty and principals from each school. Gaps, barriers to success and next steps for improvement identified. In some cases, we realized that we could not drill down enough to identify specific skill deficits. The table showing results for disadvantaged subgroups follow.

Screening, Summative or Diagnostic Assessment Currently Available	Grade	Group / Subgroup <i>Reported if n>10</i>	% Population in Subgroup	Gap: % Below Proficient	Analysis of Barriers to Success	Livingston Comprehensive Literacy Plan (LCLP) <i>High-fidelity implementation of Multi-Tiered Systems of Support (MTSS), to include essential literacy skill identification and understanding; assessments for those skills; interventions proven to treat skill deficit; and frequent progress monitoring</i> Next Steps for Improvement
Speed Dial-4 Letters and Sounds	PK	All	100	71	Anecdotal follow-up indicates under-exposure to language sounds and vocabulary in 0-4 years.	*Increase hours of Park County Early Childhood Coordinator for specific work on the LCLP *E/ROWPVT-4 administered to all PK *Programs and Practices demonstrating positive effects with moderate to strong evidence, such as, Literacy Express curriculum implementation across public and private Pre-K
		Free/Reduced	45	68		
		Female	41	66		
		Disability	NA	NA		
		Male	59	74		
AIMSweb Phoneme Segmentation Fluency	K	All	100	44	Lack of an intervention to specifically treat phonemic awareness; also, portends need of intervention for other fundamental literacy skills including phonological awareness, phonics, oral language, sight word recognition and vocabulary	*MTSS plan developed and implemented, i.e., essential skills are defined, data relevant to the skill and group informs intervention selection by Tier (I, II, or III), and progress monitoring measures success of intervention *Essential skills screening / diagnostic assessment using AIMSweb, SuccessMaker, and/or ISIP *High-fidelity implementation of Programs and Practices demonstrating positive effects with moderate to strong evidence, such as, Phonological Awareness Training, Literacy Express K-1; The Fountas & Pinnell Phonics, Spelling, and Word Study System K-3; and Leveled Literacy Intervention K-12 *Staff training in identification, formative assessment, and instruction of essential literacy components, in part through implementation training, and, in part, via best evidence strategy and practice training *Companion writing program development supported by district curriculum renewal cycle 2018-2019
		Free/Reduced	47	51		
		Female	39	43		
		Disability	7	100		
		Male	61	45		
	1	All	100	45		
		Free/Reduced	55	50		
		Female	47	48		
		Disability	9	66		
Male	53	42				
AIMSweb Curriculum-Based Measure	2	All	100	47		
		Free/Reduced	55	52		
		Female	45	49		
		Disability	18	84		
		Male	55	46		

Screening, Summative or Diagnostic Assessment Currently Available	Grade	Group / Subgroup <i>Reported if n>10</i>	% Population in Subgroup	Gap: % Below Proficient	Analysis of Barriers to Success	<p align="center">Livingston Comprehensive Literacy Plan (LCLP) <i>High-fidelity implementation of Multi-Tiered Systems of Support (MTSS), to include essential literacy skill identification and understanding; assessments for those skills; interventions proven to treat skill deficit; and frequent progress monitoring</i></p> <p align="center">Next Steps for Improvement</p>
Smarter Balanced Assessment Consortium Summative Assessment ELA-Literacy Component	3	All	100	57	STAR and DRA assessments verify findings in SBAC, yet, lack measures for basic literacy skill components such as phonemic awareness, phonological processing, phonics, alphabetic, sight word recognition, and vocabulary acquisition. This, combined with lack of interventions for direct instruction of those skills, limit the schools' ability to respond with appropriate interventions to skill deficits.	<p>*MTSS plan developed and implemented, i.e., essential skills are defined, data relevant to the skill and group informs intervention selection by Tier (I, II, or III), and progress monitoring measures success of intervention</p> <p>*Staffing model supports essential literacy skill intervention</p> <p>*Essential literacy skills screening and diagnostic assessment using AIMSweb, SuccessMaker, and/or ISIP</p> <p>*High-fidelity implementation of programs and practices demonstrating positive effects with moderate to strong evidence, such as: Fountas & Pinnell Phonics, Spelling, and Word Study System K-3 and Leveled Literacy Intervention K-12; Language! 6-12; Project CRISS 6-12; REWARDS 6-8; Accelerated Reader 6-8</p> <p>*Staff training in identification, formative assessment, and instruction of essential literacy components, in part through implementation training, and, in part, via best evidence strategy and practice training</p> <p>*Companion writing program development supported by district curriculum renewal cycle 2018-2019</p>
		Free/Reduced	41	71		
		Female	46	54		
		Disability	18	90		
		Male	54	60		
	4	All	100	64		
		Free/Reduced	48	78		
		Female	54	59		
		Disability	18	88		
		Male	46	71		
	5	All	100	56		
		Free/Reduced	38	73		
		Female	46	47		
		Disability	23	89		
		Male	54	62		
	6	All	100	56		
		Free/Reduced	34	76		
		Female	44	48		
		Disability	19	90		
		Male	56	63		
	7	All	100	45		
		Free/Reduced	30	48		
		Female	52	36		
		Disability	9	90		
Male		48	54			
8	All	100	44			
	Free/Reduced	26	44			
	Female	33	34			
	Disability	11	91			
	Male	67	48			

Screening, Summative or Diagnostic Assessment Currently Available	Grade	Group / Subgroup <i>Reported if n>10</i>	% Population in Subgroup	Gap: % Below Proficient	Analysis of Barriers to Success	Livingston Comprehensive Literacy Plan (LCLP) <i>High-fidelity implementation of Multi-Tiered Systems of Support (MTSS), to include essential literacy skill identification and understanding; assessments for those skills; interventions proven to treat skill deficit; and frequent progress monitoring</i> Next Steps for Improvement
STAR Literacy Battery	9 & 10	All	100	N/A	Lack of assessments and interventions that measure and treat fundamental literacy skill deficits that, while typically treated at earlier grades, may still occur at high school level. In addition to fundamental skill interventions, there is need for interventions to strengthen vocabulary, pronunciation, word relationships, and integration of knowledge and ideas in literature and informational text	*MTSS plan developed and implemented, i.e., essential skills are defined, data relevant to the skill and group informs intervention selection by Tier (I, II, or III), and progress monitoring measures success of intervention *Staffing model supports essential literacy skill intervention *Essential literacy skills screening and diagnostic assessment using SuccessMaker and/or ISIP and intervention program assessments *High-fidelity implementation of programs and practices demonstrating positive effects with moderate to strong evidence, such as: Fountas & Pinnell Leveled Literacy Intervention 9-12; Language! 9-12; CRIS 9-12 *Staff training in identification, formative assessment, and instruction of essential literacy components, in part through implementation training, and, in part, via best evidence strategy and practice training *Companion writing program development supported by district curriculum renewal cycle 2018-2019
		Free/Reduced	31	100		
		Female	53	100		
		Disability	12	100		
		Male	47	100		
ACT	11	All	100	49		
		Free/Reduced	28	81		
		Female	57	45		
		Disability	12	90		
		Male	43	55		

Step 3. In completing the MCLP alignment tool and CNA, team members completed the tool.

Each school team then discussed and compared MCLP components. This summary is attached.

School teams came together and discussed each component as a District. This was a thoughtful

process. We then brought results to the Superintendent and the District Professional

Development Committee with a goal of aligning District vision and needs to that of the MCLP.

Schools and leadership are currently in the process of discussing results with stakeholders.

Step 4. The District gap analysis of the MCLP components of the MCLP is below.

MCLP Components	Weaknesses	Next Steps for Improvement
Comprehensive Literacy Components		
Standards and Curriculum	As a District, we look closely at standards during the curriculum revision process and evaluation time, but do not revisit enough. We have difficulty with alignment across grade level schools. Differentiated curriculum for Tier 2 and Tier 3 is not well articulated. Fidelity to the Tier 1 curriculum varies by school and by teacher. In our District, autonomy has been valued, but alignment has been lost at transitions. We need to move toward the MTSS process so that we stay in a continuous improvement cycle.	Use the MTSS process to drive CIC: 1: What do students need to know and be able to do? (Literacy standards) 2: How do we teach it? (Research-based literacy curriculum) 3: How do we know if students know /can do it? (Valid and reliable assessments for the discrete skills, e.g., if vocabulary understanding is the skill, we use an assessment that measures vocabulary understanding) 4: What do we do if students don't know/can't do it? (Research-based interventions that align to the skill deficit) 5: Back to step 3- progress monitoring assessment of the skill
Assessment & Data-Driven Decision Making	As a District, schools differ in literacy assessment tools. After benchmark testing, progress monitoring is not systematic and does not drive decision making for all students.	Specify screening, progress monitoring, diagnostic, & outcome assessments. Create, implement & sustain MTSS plan that incorporates data analysis discussions and analysis of literacy growth and outcomes amongst educators.
Amount & Quality of Instruction	As a District, we do not have a plan for tiered instruction in literacy. Time is available in the primary grades, but is not focused well enough on specified need.	Implement and sustain MTSS plan for tiered instruction that includes additional time, high quality materials, practices and strategies for interventions. Restructure school schedule to increase time for interventions.
Instruction for Disadvantaged Children	Processes to identify students differs by school and not well-aligned. Materials, programs and strategies are not intentionally considered.	A district framework to provide literacy instruction for disadvantaged children, which includes tiered instruction is implemented where needed.
Evidence-Based	Materials do not all meet the needs of students, especially in Tier 2 & Tier	Implement evidence-based, interventions, strategies and practices for all literacy instruction

Interventions	3.	and intervention settings.
Improving Instruction Components		
Academic Leadership to Improve Instruction	There is not a District plan that utilizes the CIC process; principals do not lead literacy leadership teams or monitor intervention expectations.	Implement literacy plan/MTSS plan that focuses on measureable comprehensive literacy goals, literacy improvement planning and the establishment of data teams.
Professional Development to Improve Literacy Instruction	District-wide, a focus on literacy across content areas has not occurred in some years; there is not a PD plan or structure for training new staff in literacy interventions	Focus the District PD Committee on literacy, specifically training across content areas, Tier 2 & Tier 3 interventions, use of assessment and building capacity for increasing knowledge and teaching skills. Align LCLP to District PD Plan.
Community & Family Engagement to Support Literacy Instruction	Literacy goals and expectations not consistently communicated to all stakeholders. While work with the Birth-5 Coalition is ongoing, this partnership needs guidance in Tier 2 & Tier 3 interventions.	Birth-5: Work with the Park County Early Childhood Coalition to strengthen assessment practices, interventions and strategies, especially in Tier 2 & Tier 3. -Administration and LCLP leadership will create literacy goals and expectations to stakeholders.

Step 5 & Step 6. The process of correlating CNA results with student data results was instrumental in identifying needs and next steps in selecting relevant interventions. The table below describes how the next steps from the CNA positively impact achievement for all students and especially students in disadvantaged subgroups.

In summary, we see across PK-12 at all levels that our socioeconomically disadvantaged, special education students and males predominate those needing intervention. Additional data not included in the table confirms these results. In examining disadvantaged students who left school before graduating, 23% were in special education and 65% were socioeconomically disadvantaged. Of those who left school before graduating who took the ACT, only one met benchmark for college readiness. While we believe our Homeless population is under-represented the past two years, we know that in 2015-2016, the high school had 21 students, who, at some point in the school year, were homeless. This was nearly 5% of the high school student enrollment. Of those 21, six dropped out of school during the school year, four ran

afoul of the law and tragically, two students died. The impact of financial insecurity and stress and the correlation with literacy achievement is directly seen in our data.

As well, we see a need to support children and youth with diverse learning needs across PK-12. For example, in grades 3-5 where 21% of students are identified for special education, between 75%-85% of students are below proficiency in reading measures. Similarly, in 2nd grade, 82% of students identified needing special education also have social-emotional goals. For us, addressing literacy deficits also means addressing mental health needs and building stamina, focus, and relationships between children, families and schools.

Part 2 – Selection of Relevant, Evidence-Based Interventions

The second step of our continuous improvement cycle is to select relevant, evidence-based interventions. In addressing alignment of interventions, we take the position that developing literacy skills is a shared responsibility among all educators. The LCLP calls for all students receiving high-quality core classroom instruction (Tier 1) that utilizes programs, materials, practices and strategies that are based on current education research, and that is designed and differentiated to meet student needs. **Intervention** is additional instruction provided to students and is designed to meet specific needs while at the same time accelerating growth toward grade-level benchmarks. Interventions are used to support students' needs beyond the basic Tier 1 grade level instruction (MCLP, 2012).

Step 1. In the selection of relevant, evidence-based interventions, each school literacy team examined achievement gaps as described above, and then researched and identified interventions that meet the evidenced based criteria in What Works Clearinghouse (WWC) and the IES practice guides. This is described in the table below.

Working Framework for Livingston Multi-Tiered Systems of Support (MTSS) Comprehensive Literacy Skills, Assessments, and Interventions				
Essential Skills Progression (IES Defined)	Screening (S), Diagnostic (D), Prescriptive (P) and Progress Monitoring (M) Assessments and Tiered Treatments and Interventions under Consideration for High-Fidelity Implementation: Intervention Practices and Programs Showing Moderate to Strong Evidence for Positive Effect (¥), or, Programs Containing Research-Based Intervention Practices Relevant to Skill Category			
	Assessments	Tier I	Tier II	Tier III
Alphabetics: Phonemic Awareness Component	<p>PK: E/ROWPVT (S)</p> <p>PK-1: AIMSweb Phoneme Segmentation Fluency (S,M)</p> <p>K-10: SuccessMaker (S,D,P,M)</p> <p>K-11: ISIP (S,D,P,M)</p>	<p>0-PK: Parents and daycare providers read to child with inflection and facial gestures, explicit practice of rich vocabulary ¥¥</p> <p>PK: Phonological Awareness Training ¥, and Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling and Word Study System ¥¥, SuccessMaker ¥</p> <p>4-9: Tier II or III Only</p> <p>10-12: Tier III Only</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>K-10: SuccessMaker ¥¥</p> <p>4-9: REWARDS ¥¥</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>4-12: REWARDS ¥¥</p>
Alphabetics: Phonological Awareness Component	<p>PK: E/ROWPVT (S)</p> <p>PK-1: AIMSweb Phoneme Segmentation Fluency (S,M)</p> <p>K-10: SuccessMaker (S,D,P,M)</p> <p>K-11: ISIP (S,D,P,M)</p>	<p>0-PK: Parents and daycare providers read to child with inflection and facial gestures, explicit practice of rich vocabulary ¥¥</p> <p>PK: Phonological Awareness Training ¥¥ and Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling and Word Study System ¥¥</p> <p>4-9: Tier II or III Only</p> <p>10-12: Tier III Only</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>K-10: SuccessMaker ¥¥</p> <p>4-9: REWARDS ¥¥</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>4-12: REWARDS ¥¥</p>
Alphabetics: Letter Identification Component	<p>PK: E/ROWPVT (S)</p> <p>K-1: AIMSweb Letter-Naming Fluency & Letter Sound Recognition (S,M)</p> <p>2-8: DIBELS (S,M)</p> <p>K-10: SuccessMaker (S,D,P,M)</p>	<p>0-PK: Choral repetition of alphabet and letter-naming practice with parents and daycare providers ¥¥</p> <p>PK: Explicit alphabet and letter practice ¥¥ and Literacy Express ¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling and Word Study System ¥¥</p> <p>4-12: Tier III Only</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>K-10: SuccessMaker ¥¥</p>	<p>0-PK: Outreach via Parents as Teachers ¥¥</p> <p>PK-1: Literacy Express ¥¥</p> <p>K-3: Fountas & Pinnell Phonics, Spelling & Word Study System ¥¥</p> <p>4-12: Explicit Alphabet Practice ¥¥</p>

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Essential Skills Progression (IES Defined)	Screening (S), Diagnostic (D), Prescriptive (P) and Progress Monitoring (M) Assessments and Tiered Treatments and Interventions under Consideration for High-Fidelity Implementation: Intervention Practices and Programs Showing Moderate to Strong Evidence for Positive Effect (¥), or, Programs Containing Research-Based Intervention Practices Relevant to Skill Category			
	Assessments	Tier I	Tier II	Tier III
Alphabetic Print Awareness Component	PK: E/ROWPVT (S) K-1: AIMSweb Letter-Naming Fluency & Letter Sound Recognition (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-PK: Children explore books and receive explicit instruction in conventions of print with parents and daycare providers¥¥ PK: Literacy Express ¥ K-3: Journeys¥¥, Daily 5¥¥ K-12: F&P Leveled Lit Int¥¥ 3-5: Reach for Reading ¥¥ 6-8: Accelerated Reader ¥¥ 9-12: Literature Study ¥¥	0-PK: Outreach via Parents as Teachers ¥¥ PK-1: Literacy Express¥¥ K-3: F&P Phonics, Spelling & Word Study System ¥¥ K-12: F&P Leveled Lit Int¥¥	0-PK: Outreach via Parents as Teachers ¥¥ PK-1: Literacy Express ¥ K-3: F&P Phonics, Spelling & Word Study System¥¥ K-12: F&P Leveled Lit Int¥¥
Alphabetic Phonics Component	PK: E/ROWPVT (S) K-1: AIMSweb Letter-Naming Fluency & Letter Sound Recognition (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-PK: Typically not addressed until PK PK: Phonological Awareness Training ¥ and Literacy Express ¥ K-3: F&P Phonics, Spelling and Word Study System ¥¥ 4-9: Tier II or III Only 10-12: Tier III Only	PK: Phonological Awareness Training¥ and Literacy Express¥ K-3: F&P Phonics, Spelling & Word Study System ¥¥ K-10: SuccessMaker ¥¥ 4-9: REWARDS ¥¥	PK: Phonological Awareness Training¥ and Literacy Express¥ K-3: F&P Phonics, Spelling & Word Study System¥¥ 9-12: REWARDS ¥¥
Sight Word Recognition	PK: E/ROWPVT (S) K-1: AIMSweb Letter-Naming Fluency & Letter Sound Recognition (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-PK: Typically not addressed until PK PK: Phonological Awareness Training ¥ and Literacy Express ¥ K-3: Fountas & Pinnell Phonics, Spelling and Word Study System ¥¥ 4-5: Tier II or III Only 10-12: Tier III Only	PK: Phonological Awareness Training ¥ and Literacy Express¥ K-3: F&P Phonics, Spelling & Word Study System ¥¥ K-10: SuccessMaker ¥¥ 4-5: Language! ¥¥	PK: Phonological Awareness Training ¥ and Literacy Express¥ K-3: F&P Phonics, Spelling & Word Study System¥¥ 6-12: Language! ¥¥

Working Framework for Livingston Multi-Tiered Systems of Support (MTSS) Comprehensive Literacy Skills, Assessments, and Interventions Map				
Essential Skills Progression IES Defined	Screening (S), Diagnostic (D), Prescriptive (P) and Progress Monitoring (M) Assessments and Tiered Treatments and Interventions under Consideration for High-Fidelity Implementation: Intervention Practices and Programs Showing Moderate to Strong Evidence for Positive Effect (¥), or, Programs Containing Research-Based Intervention Practices Relevant to Skill Category			
	Assessments	Tier I	Tier II	Tier III
Reading Fluency	K-1: AIMSweb (S,M) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-K: Typically not addressed until K K-5: Daily 5 ¥¥, Paired Reading ¥ K-12: Differentiated access to literature¥¥	K-12: F&P Leveled Lit Int¥¥ 6-8: Accelerated Reader ¥¥	K-12: Fountas & Pinnell Leveled Literacy Intervention¥¥
Reading Comprehension	K-1: AIMSweb (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-K: Typically not addressed until K K-3: Journeys ¥¥, Daily 5 ¥¥ K-10: SuccessMaker ¥¥ 4-5: Reach for Reading ¥¥ 6-8: HMH Literature ¥¥, Literacy across subject areas ¥¥ 9-12: Literature-based instruction ¥¥,	K-12: Fountas & Pinnell Leveled Literacy Intervention¥¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader ¥¥ 6-12: Project CRISS ¥¥	K-12: Fountas & Pinnell Leveled Literacy Intervention¥¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader ¥¥ 6-12: Project CRISS ¥¥
Vocabulary Comprehension	PK: E/ROWPVT (S) K-1: AIMSweb (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-PK: Parents and daycare providers read, speak with explicit, rich vocabulary ¥¥ PK: Instruction of complex vocabulary ¥¥ K-3: F&P Phonics, Spelling and Word Study System ¥¥, SuccessMaker ¥ 4-12: Literature-based instruction ¥¥	K-12: F&P LLI ¥¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader¥¥ 6-12: Project CRISS¥¥	K-12: F&P LLI ¥¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader ¥¥ 6-12: Project CRISS ¥¥
General Reading Achievement	PK: E/ROWPVT (S) K-1: AIMSweb (S,M) K-2: DRA 2 (S) 2-8: DIBELS (S,M) K-10: SuccessMaker (S,D,P,M) K-11: ISIP (S,D,P,M), BAS (S,P,M)	0-PK: Exposure to word sounds, letters, and complex vocabulary ¥¥ K-3: Journeys ¥¥ K-8: SuccessMaker ¥¥ 3-5: Reach for Reading ¥¥ 6-8: Houghton-Mifflin Literature ¥¥, Literacy across subject areas ¥¥ 9-12: Literature-based instruction ¥¥	PK-1: Literacy Express ¥ K-12: Fountas & Pinnell Leveled Literacy Intervention ¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader¥¥ 6-12: Project CRISS ¥¥	PK-1: Literacy Express ¥ K-12: Fountas & Pinnell Leveled Literacy Intervention ¥ K-10: SuccessMaker ¥¥ 6-8: Accelerated Reader ¥¥ 6-12: Project CRISS ¥¥

Step 2. The LCLP leadership team, in accordance with MCLP grant priority, will require moderate or strong evidence of positive effect when considering interventions and practices to be considered for purchase. In the domains of alphabets, comprehension and general reading achievement, interventions and practices met IES standards for positive effect with moderate to strong evidence. Thus far, in the domain of fluency, we are unable to find a practice or program meeting such evidence standards as an intervention. We are selecting interventions based on relevancy to skill, for example, F & P Leveled Literacy Intervention meets evidence criteria in the domain of general reading achievement, but not phonemic awareness. Subgroup considerations have us placing priority for intervention on special education, economically disadvantaged, and in some cases, males. It is notable that the “all students” group in some grades may require whole group treatment with intensive intervention.

Step 3. The Tier 2 and Tier 3 interventions identified for consideration are appropriate and differentiated for the age group target: birth through age 5; K- 5th grade, and grades 6-12. LCLP teams looked at research studies that differentiated for disadvantaged subgroups, and researched time needed and structure for the intervention, opportunities to respond, how and when feedback is given to students, and how students gain confidence and independence.

Step 4. The Tier 2 and Tier 3 interventions chosen meet relevancy criteria to varying degrees. The interventions chosen showed growth for socioeconomically disadvantaged students and students with disabilities, which make up our disadvantaged population. While Project CRISS, e.g., specifically cites studies done in Montana, this was rare. While school size and similar schedule designs aligned well to our District schools, it is noted in the LCLP plan where schedule

changes will be made in order to accommodate additional time needed for interventions. The interventions selected are relevant to the LCLP project and to our specific gaps.

Step 5. In addressing capacity, each school leadership team looked at local capacity for implementing the intervention. While this project focuses on Tier 2 and Tier 3 instruction, for all students the following three big ideas drive our MTSS vision and system-wide commitment.

MTSS Component	“Big Idea”
High quality instruction	In Tier 1, 2 and 3 all children will receive effective instruction that leads to the development of functional skills.
Frequent assessment	Continuous, targeted assessment leads to improvement of skills.
Data-based decision making	We make adjustments to instruction based on data.

The District moves into the English Language Arts curriculum revision process in 2018, and will be leveraging resources from the District general fund budget for Tier 1 instructional materials that meet the requirements of high quality, evidenced-based instruction outlined in this plan.

There is 100% buy-in from District administration and Board of Trustees. There has been excellent teacher enthusiasm in the creation of the LCLP. The Park County Early Childhood Coalition, which crosses sectors, has endorsed the LCLP. Grant funds and activities are meant to build local capacity so that both local and GRPA goals are realized as well as a sustainable MTSS system.

Part 3 – Creation of a Plan for Implementation

The third step of the continuous improvement cycle is the creation of a plan for implementation. The LCLP team PK-12 has worked to develop a high quality plan that addresses, key goals and activities, a rationale for how activities support goals, a timeline for the life of the grant, and a shared leadership model for implementation.

Step 1. The ultimate goal for the LCLP is successful implementation MTSS district-wide. We are defining MTSS as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Instruction and intervention in varying intensities (tiers) are based on student need. The decision-making process used is one that works to ensure that district resources reach the appropriate students and schools in order to accelerate the performance of all students so that they may achieve or exceed benchmarks for proficiency. The MCLP grant focus is the creation and implementation of a high-quality comprehensive literacy instruction program with interventions for all disadvantaged children in varying intensities based on need; MTSS is the organizing structure for the LCLP. LCLP goals are aligned with the MCLP GRPA Goals and are described below. For children from birth to five, we seek to improve/increase oral language skills. In students in kindergarten through grade 12, we seek to increase reading and writing achievement.

Livingston Comprehensive Literacy Plan Goals
To increase the percentage of children aged 3 to 5 who make significant gains on the E/ROWPVT from fall to spring. <i>Specifically, the goal is for children to enter kindergarten phonemically and phonologically aware with solid letter knowledge.)</i>
To increase the percentage of students in grades 3 through 8 who are proficient on the Smarter Balanced Assessment.
To increase the percentage of students in grade 11 who meet benchmark scores on the ACT. <i>(A benchmark score is the minimum score need on the ACT subject-area test to indicate a 50% chance of obtaining a "B" or higher or a 75% chance of earning a "C" or higher in the corresponding credit bearing college course.)</i>

Step 2. Key activities to support LCLP goals are developed through the gap analysis process and the MCLP Alignment/CNA process. The CIC components are aligned with the MCLP. A brief rationale for the activities with a general timeline for implementation follows.

LCLP CIC Components	Livingston Comprehensive Literacy Plan Key Activities	Rationale for Activities	Timeline
System-wide Commitment	Create and implement high-quality comprehensive literacy instruction, utilizing evidence-based programs, strategies, and practices with tiered interventions that align with students' needs.	-Ensures alignment with MCCS -Evidence-based instructional approaches promote access, opportunity and academic achievement.	Present to May, 2019
Assessment & Data-Based Decision Making	Implement MTSS as an evidence-based model of schooling that uses data-based problem-solving to integrate literacy instruction and intervention.	-Students performing below level benefit from instructional interventions that are needs-based, intensive, and of sufficient duration to accelerate learning.	Present to beginning rollout August, 2018
Instruction & Intervention	Adoption of Tier 1, 2, & 3 evidence-based curriculum and methods.	-Effective core classroom instruction meets the needs of most students. -A multi-tiered system for providing high quality intensive intervention is required to meet the needs of all students.	Tier 2 & 3 adoption by June, 2018 Tier 1 adoption by December, 2018
Standards	Educational standards for literacy are aligned to the Montana Common Core Standards and the Montana Early Learning Guidelines	-Standards help teachers ensure their students have the knowledge they need to be successful by providing clear goals for student learning.	Ongoing
Instructional Leadership	Establish school and district literacy teams composed of administrative and teacher leadership.	-To continue to build capacity across schools and sectors. -Shared leadership is more likely to be sustained over time.	April, 2018
Professional Development	Institute high-quality embedded and ongoing professional development in literacy and engagement, which includes evidence-based interventions, strategies and best practices.	-Purposeful, direct, explicit, reflective instruction is valuable for continuous literacy achievement.	Beginning April, 2018
Community & Family Involvement	Create and sustain a plan that aligns oral language and literacy birth to age 5 for Kindergarten readiness.	-Early learning experiences support literacy development in young children.	Presently underway
Assessment & Data-Based Decision Making	Create a system to ensure that cumulative data and intervention information is passed on during transition stages of students' education.	-Students needing interventions need to make continuous, accelerated improvement.	Begins June, 2018
System-wide	Create and sustain an	-Valid & reliable literacy data	Begins April,

Commitment Across Sectors	assessment plan that tracks student outcomes and interventions across transition stages and schools.	supports growth and ability to measure strengths & weakness of instructional interventions.	2018
Systemic Processes	Utilize the Continuous Improvement Cycle for monitoring revision of the LCLP.	-To obtain a system-wide commitment for professional support, reflection and adaptation to changing needs.	Ongoing

Steps 3 & 4: A detailed timeline, persons responsible, and outcomes for the first year of implementation is below.

Task/Activity	Persons Responsible	Timeline	Outcomes
Create District Literacy Leadership Team review/oversee/recommend/ and align work of LCLP	Superintendent, Principals, Teacher representative from each School Leadership Team, Project Coordinator	April 2018	Build capacity across schools and sectors for MTSS and LCLP. Create an assessment plan that tracks student outcomes and interventions
Continue development of School Leadership Teams to establish building implementation	Principals, Teachers, Project Coordinator	April 2018	Weekly meeting dates, Establish assessment plan implementation
Revisit IES Practice Guides and Interventions for Tier II and Tier III which meet the identified needs of our students	District and School Leadership teams	January/February/ March 2018	Continue research of evidence-based interventions that align with LCLP that is differentiated and appropriate for needs
Coordinate PD with District Professional Development Committee & Early Childhood Coalition	District PD, Early Childhood Coalition, Literacy Leadership Teams	March/April 2018	Coherent PD plan that aligns with LCLP
Purchase interventions, assessment tools and plan PD to support successful implementation	Project Coordinator	April 2018	Tier II and Tier III interventions are implemented 2018-2019 school year
Livingston Summer Literacy Summit to plan for 2018-2109	School and District Leadership Teams	June 2018 (20 Hours)	Celebrate progress, identify current district needs, finalize plans for 2018-2019 school year
District Leadership Team meets to prepare rollout of LCLP	School and District Leadership teams	August 2018	Review PD needs of each school, establish walkthrough system, assessment schedule,

			review interventions, and alignment of LCLP
All District literacy PD to launch LCLP	All educators	Before school PD days – 2	Differentiated literacy PD for PK-12 educators
School Leadership Literacy Teams weekly meeting	Literacy Leadership Team at each building	Weekly during the 2018-2019 school year	Review data from assessments, make sure progress monitoring is occurring, identify unaddressed needs of students and solutions
District Literacy Leadership Team monthly meeting	School Literacy Leadership Teams	Monthly during the 2018-2019 school year	Prepare for literacy consultants, work through alignment and transitions continue to move MTSS
School & District Literacy teams reflect & revise key strategies in a winter and spring analysis of data	School & District Literacy Teams	February, 2019 & May, 2019	What is working and what is not. Also, review results in relation to predicting performance on ACT & SBAC

Step 5: The creation of the LCLP is based upon results of the District gap analysis. Through analyzing student performance on local and state assessments and quantifying the discrepancies we see, our conclusion is that adoption of Tier 1 core instruction and implementation with fidelity is needed. Further, based on the gap analysis, disadvantaged students, special education students, males, and students who with adverse childhood experiences are those who are underperforming. The LCLP reflects a tiered system of instruction and intervention.

Step 6: The MCLP Alignment Tool informed the LCLP as described in Part 1, Step 3. Identified weakness in CIC component and next steps for improvement are carried into the Key Strategies of the LCLP.

Step 7: The LCLP plan describes the need for evidence-based curriculum, interventions, practices and strategies for all students. Due to time constraints in the writing of this grant, we plan to use March, 2018 – May, 2018 to work with Montana OPI and our instructional

consultant to identify specific interventions for Tier 2 and Tier 3. As well, beginning in January, 2018, our District moves into the English Language Arts curriculum revision cycle. While the District general fund budget will pay for this adoption, the curriculum, practices and strategies will be evidence-based. We will work with Montana OPI and our instructional consultant in the core curriculum adoption. As well, the IES Practice Guides on Improving Literacy: Effective Classroom and Intervention Practices, will be used as the guide for what we deem to be effective practices.

Step 8. The attached logic model at the end of the document shows linkages and alignment between schools and across sectors. The implementation for MTSS is demonstrated.

Part 4 – Development of a Plan for Monitoring and Revisiting the LCLP

The fourth step of the Continuous Improvement Cycle is monitoring, reflecting on and revising the LCLP. Discussion of how data is used to make decisions, how interim assessments will be used, and transitions from one school and one sector to another follows in this section.

Step 1. The LCLP calls for an MTSS model that relies on the process of collecting data for the purpose of improving learning. The framework of a comprehensive assessment system will be built in 2018 in order to review data to make informed decisions about instruction. This assessment system provides a framework that helps teachers identify students who are meeting age or grade-level literacy standards and those who are having difficulties or are “at risk” for difficulties so that appropriate instruction and intervention are provided. **Formative assessments** such as screening, progress monitoring and diagnostic measures guide current and ongoing instruction. These are used to adjust instruction to meet individual and group needs on a continual basis. **Summative assessments** measure overall learning or outcome of the

curriculum and standards. The LCLP comprehensive assessment system is a balance of formative, summative, formal and informal assessment procedures.

LCLP Comprehensive Assessment Framework – PK -12		
Type of Assessment	Purpose of Assessment	When Administered
Screening	Quick efficient measures known to be strong indicators that predict performance. These are given at grade-level skill.	Beginning, middle and end-of-year at set benchmark points
Progress Monitoring	Frequent measurement to determine if students are making adequate progress toward grade or age-level standards and skills.	As part of instructional routine: Tier 1 – every 6 weeks Tier 2 – every 4 weeks Tier 3 – every 2 weeks The more intense the intervention, the more the progress monitoring
Diagnostic	Helps teachers plan instruction by providing in-depth information about skills and instructional needs.	Individually administered to those not making adequate progress to provide specific information to guide appropriate instruction
Outcome	Provides an evaluation of the effectiveness of instruction and shows student year-end achievement when compared to grade-level performance standards	End of school year

Step 2. The LCLP calls for a reflective process in using data to make decisions. The comprehensive assessment system allows, through collaboration, for teachers to share effective practices, develop common expectations and work toward meeting the most challenging instructional needs.

Reflective Process for Using Data to Make Decisions
Collaborative teams use specific protocol for examining student data and making instructional and intervention decisions
Regularly scheduled data analysis meets occur to assess and adjust ongoing learning and interventions in a timely and efficient manner
The LCLP leadership team disaggregates by subgroups and by those needing interventions
A data collection system is in place and technology support is available for continuous access of the data system.
A process for assessing the effectiveness of the instructional gram and guiding adjustments for improvement and changes.
The LCLP leadership team receives effective PD on valid and reliable assessment administration.

Step 3. In order to predict progress toward GRPA goals, progress monitoring and screening assessments from grades 3-11 are to aligned to the Common Core standards. At the start of the year, after benchmark testing, goals that aim for students to meet age or grade level benchmarks are established. Progress toward those goals are monitored and revisited in regularly scheduled progress monitoring meetings. If students are not making progress, further diagnostic testing, and interventions adjusted.

Steps 4, 5, & 6. While we are still establishing a plan for transitions from one grade level school to the next, and across sectors, the following describes a framework for transitions. Transitions from PreK to kindergarten are to occur through a meeting with the PreK professionals in our community and our kindergarten teachers the first week of school (before students arrive). At this time, information is shared. Using the MTSS model, we will develop electronic files, ideally housed in the student information system (IC), for students receiving Tier 2 and Tier 3 interventions. These files describe assessments and interventions students have received in the past and progress information. At the end of each school year, school literacy team meetings are convened to document and discuss student' progress and instructional needs and to plan for Tier 2 and 3 placement for the next school year. Due to the configuration of our district as five grade level schools, and the Park County Early Childhood Coalition, which consists of Head Start and the various preschool and childcare providers, the focus is on smooth transitions, especially in terms of interventions tried, next steps, strengths, and skill deficits.

Part 5: Adequacy of Resources to Implement LCLP

Step 1. The budget for the LCLP is of sufficient size to implement the described plan. Cost of materials, an instructional consultant, adequate and ongoing professional development for all

teachers, development of teacher leaders and trainers to implement and monitor the plan, and sustainability of the plan after the grant in the creation of the budget.

Step 2. In order to focus and leverage funds efficiently, Title I, Title II, IDEA and local funds are to be used to support the LCLP. For example, the revision process for the English Language Arts curriculum begins in 2018. This Tier 1 curriculum is to be purchased by general fund monies, but will need to meet the requirements of this LCLP. As well, the LCLP will inform the goals and activities of the Title 1 and CSIP plans for ESSA.

Step 3. Public and private schools, Parent as Teachers (through Community Health Partners) childcare and preschool providers belong to the Park County Early Childhood Coalition. The Coalition serves the needs of approximately 500, birth to age 4 children. PK at the Washington Early Foundation Center serves the special education preschool and the two-year kindergarten (serving primarily economically disadvantaged children). 15% of funds are designated for birth through age 5.

Step 4. Children in grades K-5 attend three schools organized by grade levels. Literacy leadership teams are at each school. The LCLP District leadership team has determined that 45% of MCLP funds are needed at these grade spans due to achievement gaps and the importance of early intervention.

Step 5. For grades 6-12, 40% of MCLP are distributed equitably based on middle and high school need, achievement gaps, and population. Enrollment in District schools are shown below.

School	Grades	Enrollment as of December, 2017
Washington Early Foundations	PK-K	118
B. A. Winans Primary School	1, 2	203
East Side Intermediate School	3, 4, 5	352
Sleeping Giant Middle School	6, 7, 8	330
Park High School	9, 10, 11, 12	440

Part 6 – Quality of Livingston Comprehensive Literacy Plan Design

The LCLP is designed to build the capacity of educators and leadership to implement high quality literacy instruction and interventions, which result in young children and PK-12 students reaching grade and age level outcomes. The LCLP is implemented through the structure of the MTSS process district-wide.

Step 1. The LCLP builds upon current efforts to improve literacy, both in the community and the school district through the planned implementation of MTSS. Identification of specific outcomes, identification of gaps, the establishment of literacy leadership teams at the school and District levels, and the alignment across schools and sectors will result in improvement.

Step 2. The structure of the LCLP, with concomitant activities and goals, is designed to both build capacity within schools and across the District. As described in key activities, and in the Logic Model, the MCLP grant infuses the District and community with desperately needed ongoing professional development and interventions.

Step 3. In order to build capacity to carry on the LCLP and MTSS process beyond the life of the grant, part of the work of the school and district leadership teams is to embed the MTSS process and professional development into the ongoing operation of District functioning.

Step 4. Additional roles of the school and district literacy leadership teams is to monitor effectiveness in building capacity at each school beyond the life of the grant, as described in the LCLP timeline of key activities. The LCLP is revised yearly, based on teaching and learning outcomes.

Part 7 - How the Livingston Comprehensive Literacy Plan Meets MCLP Priorities

The LCLP is designed to meet the important MCLP grant priorities in that the plan is designed to serve the greatest numbers of disadvantaged children in Livingston. As well, the plan is structured to provide a progression of learning across schools and sectors so that instructional time is not wasted for our most challenged students. Finally, instructional coaching and an instructional consultant is utilized to maximize efforts. While addressed in the plan, these priorities are further addressed below.

Step 1. While the gap analysis demonstrates that evidence-based Tier 1 instruction is needed across the District, the LCLP directly addresses the needs of the most vulnerable students in the District and community – the socioeconomically disadvantaged, students qualifying for special education, and boys through the MTSS structure.

Step 2. The strength of the LCLP is that it builds on current collaboration occurring between the Park County Early Childhood Coalition and the Washington Early Learning Center. All parties in PK through grade 5 have voiced the need for an articulated progression of standards, curriculum and activities. Through the use of the MTSS structure and data driven professional development, our vision is for all to enter kindergarten phonemically and phonologically aware, with good letter knowledge, and then transitioning across the grades meeting literacy outcomes.

Step 3. While instructional coaching occurs currently in the district, with the implementation of the LCLP, professional development is directed by student needs. Professional growth plans for teachers are aligned to the LCLP during the course of the grant for most educators.

Professional development for new teachers already occurs, but is expanded so that intervention training occurs. During the grant, for the first two years, training for all educators in literacy occurs for all teachers in the District through expansion of the school year so that all teachers understand that they are charged with literacy instruction. School and literacy leadership teams meet monthly with the instructional consultant and Montana OPI consultant. The instructional consultant models and assists teams and administrators with ongoing, job embedded professional development to meet varying staff needs.

Section III Budget & Budget Narrative

The following budget and budget narrative describes activities for four year. The table below summarizes planned expenses. Staff has developed a more detailed budget from which this is based.

Category	Description	Year 1	Year 2	Year 3	Year 4
Personnel		\$ 42,386	\$ 118,013	\$ 144,374	\$ 67,121
Professional Development	MCLP Conferences*	4,370	8,739	8,739	4,370
	Additional professional development activities proposed within grant	68,865	82,531	75,131	44,345
Supplies and Materials	Interventions with strong or moderate evidence	55,962	99,417	77,399	14,000
	Assessments*	10,425	14,000	9,000	9,000
	Additional supplies and materials in Grant Application	8,492	13,300	21,357	6,664
Contractual	Instructional Consultant*	30,000	105,000	105,000	75,000
Total Direct Costs		\$ 220,500	\$ 441,000	\$ 441,000	\$ 220,500
Indirect Costs		4,500	9,000	9,000	4,500
Total Costs		\$ 225,000	\$ 450,000	\$ 450,000	\$ 225,000
*Addresses Grant Requirements					

When considering how to most effectively use the grant monies, the Livingston Comprehensive Literacy Plan (LCLP) leadership team took into consideration our gap analysis, essential interventions, and the professional development needs of staff to enable the creation of systemic and sustainable change to the district's literacy instruction. With this in mind, the team has identified district-wide assessments and staff collaboration as critical to the plans overall success and sustainability. Through these two actions, effective interventions and staff development is identified.

Further, for the LCLP to have the greatest impact, training and professional development of staff in all facets of literacy instruction and literacy intervention is needed. To this end, the budget emphasizes funding to address these needs beginning in year one, and then increasing into years two and three. This includes a multi-day Summer Institute for the Livingston literacy teams. This Institute, consisting of twenty hours of collaboration with the intent of specifically developing training for the following school year, designing the MTSS protocols and functioning of the school and district literacy teams, planning the assessment schedules at each level, and designing a District-wide training, assists us in successfully and purposefully launching the Livingston Comprehensive Literacy Plan.

The District-wide training is a 2-day commitment, with additional days added to the school calendar, for all teachers. The two days involve and inform all Livingston School District educators of the purpose, goals, and activities of the LCLP. The purpose of these 2-days is to ensure all teachers are trained and knowledgeable, with the intent of aligning all literacy instruction and interventions across all age groups. Both the Summer Institute and District-wide collaboration continue through the 4th year to ensure the continued development of a plan intended to sustain the LCLP in the years following the grant.

The first and second year budget focuses on purchasing Tier II and Tier III materials the literacy leadership teams have found to meet the evidence criteria and the identified needs of our students as well as the training and personnel required to implement these programs and practices with fidelity. As LCLP proceeds into years three and four, the costs of implementing the interventions and sustaining the MTSS process is included in the grant budget. The majority of the professional development requirements will have been met, and teachers will have

strong practices and strategies in place for successful literacy instruction that meets the needs of our disadvantaged subgroups. Following completion of the grant, having a well-equipped staff, both in professional skills and effective intervention strategies, will be crucial in maintaining a sustainable program. The District plans to utilize Title I, Title II, General Fund and other district resources to maintain the LCLP and the MTSS process and structure.

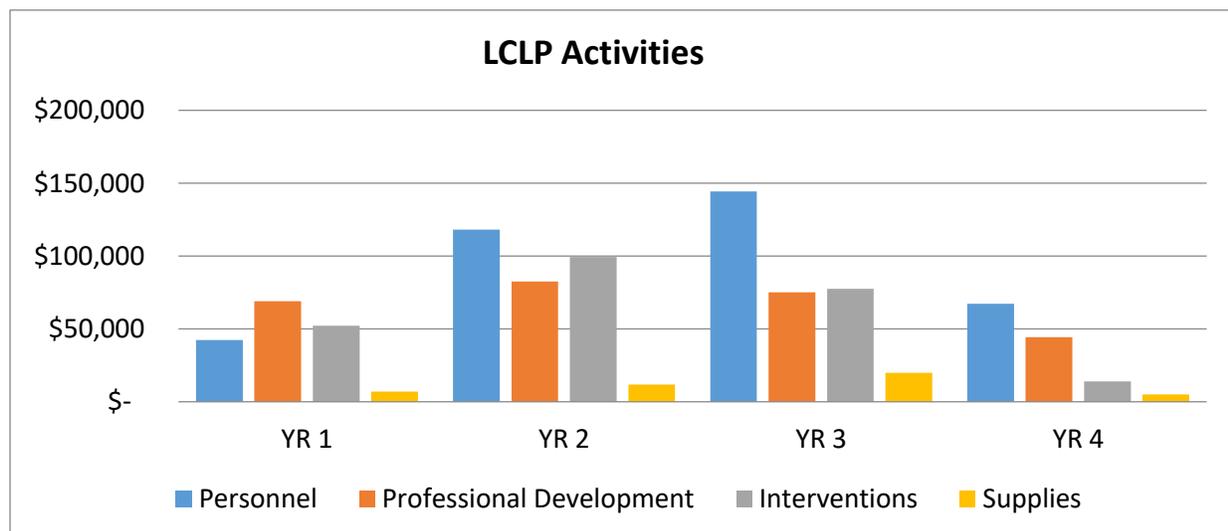
The district budget includes approximately \$390,000 for grant specified activities and requirements. In addition, 2% of grant resources are allocated to indirect costs. Of the remaining grant balance, the District allocation of resources is consistent with the distribution identified in grant materials as described below.

Fifteen percent, or a little more than \$139,000, is allocated for birth through age 5. Ten thousand dollars of the annual amount set-aside for PK is spent to increase the hours of the current part-time Park County Early Childhood Coordinator to further an ongoing collaboration project between Livingston Schools and private/non-public pre-K professionals to develop assessments and interventions for Kindergarten readiness skills in literacy. In addition, \$15,000 per year will purchase intervention curriculum materials, and \$15,000 per year will pay for professional development of public and private Pre-K providers. The budget also provides monies for professional development, including district trainings and other opportunities.

For the K-5 age group, 45% or \$418,100 is allocated, slightly more than the 40% suggested by the application materials. The LCLP Leadership team distributed the remaining 5% of available funding to this age group, identifying it as using the additional increment to effect the greatest impact. These resources will continue the work done by the Pre-K educators, focusing on effective interventions and developing staff expertise. As a primary goal

of the plan is to ensure key staff are skilled in training other team members and continuing beyond the life of the grant, approximately \$20,000 of the annual allocation is used to fund stipends for grade level teacher-leaders and building coordinators for this purpose. In addition, grant monies are used for stipends for an Assessment/MTSS coordinator and Reading/Writing coordinator. Over the life of the grant approximately \$130,000 is invested in interventions based on assessment outcomes and needs analysis. The balance of resources is identified for materials and professional development.

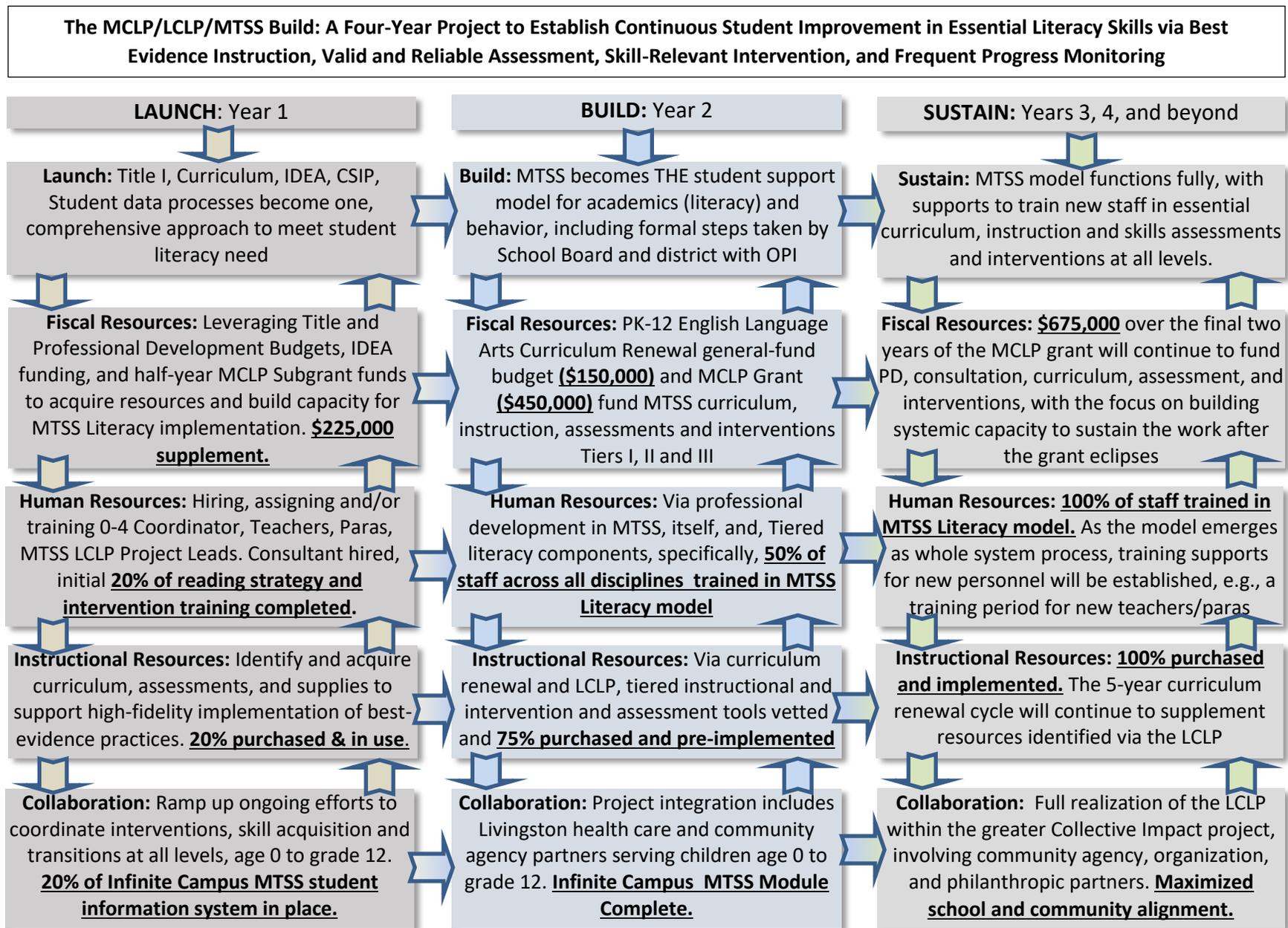
The LCLP coordinating team allocated 40%, or \$371,600 for middle and high school students. Similar to the other age groups, these monies are used to align and continue programs, strategies, and staff development to serve the needs of our disadvantaged subgroups. Approximately \$65,000 annually of the resources are used to fund stipends and additional staffing to focus on interventions, plan sustainability, and support/training of other teachers. The budget allocates an estimated \$67,000 to purchase of intervention materials and other supplies over the life of the grant. The remainder of the funding is designated to professional development activities, including the Summer Institute and District-wide training.



Conclusion

By the sunset of the MCLP grant, in Livingston, we envision children still making their way about on bicycles and skateboards, emotionally and intellectually strengthened with the power of being literate. We envision children choosing to read, write and think critically. In this land of intersecting trails, by 2021, we envision a community realistically hopeful for its children, that they have the tools to live lives of rich possibilities.

Logic Model: Livingston Comprehensive Literacy Plan (LCLP) / Multi-Tiered System of Supports (MTSS) for Literacy



Acknowledgements

The Livingston School District educators identified on this page were integral in the preparation of the Montana Comprehensive Literacy Project application and the Livingston Comprehensive Literacy Plan.

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