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**New Mexico
Public Education Department
Literacy Bureau**

**Request for Application (RFA) of Reads
to Lead Funding**

**Deadline To Submit RFA:
May 5, 2017
5:00 pm (*Mountain Standard Time*)**

Reads to Lead funding and awards are contingent on fiscal appropriations for FY18 and are subject to change based on demand and availability

*This is only a Request for Application (RFA) and does **NOT** constitute an award. Should this RFA result in an award, the District Superintendent/Charter Director, will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Skandera, may the district/charter school submit a Budget Adjustment Request (BAR).*

**New Mexico Public Education Department
300 Don Gaspar Ave
Santa Fe, NM
87501**



**NM Reads to Lead Application
Part I: Introduction**

District/Charter School/ Information Page

File Information	
LEA/State Charter Name: Reserve Independent Schools	LEA NCES ID #: 002
Mailing Address: P.O Box 350 24 Mountaineer Rd. Reserve, NM 87830	
Phone: (575) 533-6242	Fax: (575)533-6647
Superintendent/Charter Director: Bill Green	Email: billgreen@reserveschools.com
Title One Director: Jolene Delgado	Email: jdelgado@reserveschools.com
Business Manager: Odelia Delgado	Email: odelgado@reserveschools.com
Reads to Lead ¹ Identified Contact: Jolene Delgado	Email: jdelgado@reserveschools.com

¹ The LEA is to identify an LEA lead for the Reads to Lead Grant. This person will attend all associated training events, support the school with any budget requests, and serve as the point of contact for the PED.

**NM Reads to Lead Application
Part Two: Application Narrative**

Section I: Theory of Action - 8 points

- a. Provide a Theory of Action driving the district's literacy plan to ensure reading success for students by the end of 3rd grade as identified by Istation data. For example:

If all stakeholders in the district accept that the data feedback from Istation will yield trustworthy results of student strengths and deficits; then the administration will be able to review data to clearly connect its impact on instruction. Therefore, the teachers will be able to base instructional decisions on data results utilizing HMH Journey's curriculum (school-wide) and additionally, all systematic, research-based supplemental materials that support the data results. In doing so, the students will be able to improve upon and master specific skills (indicated by subtests of Istation) in a systematic and logical sequence which will result in greater mastery of the skill of reading for all students.

Section II: Coherent Structure of Effective Reading Programs - 16 Points

- a. Identify the research or evidence-based reading programs to be used for universal/core instruction ensuring that explicit and systematic teaching of the 5 plus 1 components of reading (phonemic awareness, alphabetic decoding (phonics), vocabulary, comprehension, fluency, and oral language development) that will be integrated at an appropriate level, content, and duration of time in each K-3 classroom.

The K-3 teachers at Reserve Independent Schools (RIS) utilize HMH Journey's comprehensive reading program for core instruction. Customized lessons provided by Istation are also used during center time and RtI. Supplemental instruction includes other evidence-based programs such as Lexia Reading Program, frr.org, West Virginia Explicit Phonics, and Phonics Boost.

- b. If the district or school **does not** utilize a universal/core instruction program, please provide information as to how the strategies/tools/resources used in K-3 classrooms support the development of the Common Core Standards Foundational Skills².

n/a

- c. Describe the role the district and school leadership team will take in monitoring the effectiveness of the Reads to Lead Grant, to include frequency of visits.

Leadership team will monitor progress, strength, and effectiveness of programs and instruction through Istation data bi-monthly. Team will include reading coach who will be providing intervention and supplemental instruction within the classroom setting and in pull-outs when deemed necessary. Reading coach will work collaboratively with teacher and Reg. Reading Specialist (RRS) to ensure interventions are consistent, effective, and aligned with Istation data. Team will meet regularly (weekly/biweekly) with teacher to have conversations pertaining to gains as per data and noted successes; with a focus on deficits and the impact interventions are having on students. Due to the student populations per class (small in numbers), coaching conversations are possible on a daily basis in many instances in regards

² Information on how the Common Core Reading Standards define Foundational Skills is provided in [Appendix A](#), p. 17-22, of the Common Core. (Please note Appendix A is hyperlinked to the resource document.)

to Tier 2 and 3 students.

d. How will the district ensure alignment between the K-3 Plus program and Reads to Lead? *Only complete this section if the school receives K-3 Plus funding from the district.* Provide a copy of the literacy block schedule for schools within the district and label this Attachment A.

n/a

Section III: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency - 20 points

a. Describe the comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3rd grade.

RIS will utilize Istation data to drive instruction and plan for implementation of interventions where identified by subtests. Short cycle assessments, such as Discovery Test will be utilized to identify additional deficits not identified by Istation, along with the Curriculum Based Assessments. Compiling all data will ensure no holes remain in the curriculum. Students showing little or no gains will be placed on an intensive intervention plan where they will have increased one-on-one time with reading coach and prescriptive small group/center time to address the reading deficit. These students will be progress monitored on a weekly basis until there is tier movement.

Complete the table below identifying the assessments for ELA/Literacy used by the schools in the district/charter school.

b. In-program Assessments	Frequency	Out-of Program Assessments	Frequency
<i>Journey's Comprehensive Reading Curriculum</i>	<i>weekly</i>	<i>CORE</i>	<i>Quarterly</i>
		<i>Lexia, teacher observations</i>	<i>Daily</i>
		<i>Istation PM</i>	<i>Bi-monthly or monthly</i>
c. Common Formative Assessments	Frequency	Interim Assessments	Frequency
<i>Istation</i>	<i>Bi-monthly, monthly</i>	<i>Discovery Test</i>	<i>Quarterly</i>
		<i>Istation Benchmarks</i>	<i>3x yearly</i>
		<i>PARCC (grade 3 only)</i>	<i>annually</i>

d. Describe the specific intervention strategies and/or activities and how instruction will be responsive to Istation student data (to include progress monitoring) and timelines.

Teachers will focus interventions on lowest scored subtest (Istation) per student(s) and build on next level. In whole-group setting, teachers will focus on subtest that indicates 40% or greater Tier 3 and incorporate lessons from both Istation and other resources into daily reading program to address the deficiency. Centers will consist of reviewed concepts, current concepts, and prescriptive activities (i.e. Florida Center for Reading Research) to target specific needs of a student at an independent level for practice. Teacher form small groups based on Istation recommendations and teacher observations to target identified area. These groups will be formed and changed regularly as per data results. During small groups and center time, teacher may incorporate coach into planning. Teachers will adhere to Progress Monitoring schedule as per Istaion recommendations, or more frequently if deemed necessary.

Teacher and reading coach will monitor Istation data routinely to adjust instruction accordingly. All data will be considered whereas reading coach and teacher will align interventions per identified needs weekly. Leadership Team meetings will make recommendations as needed; and consult RRS, when available.

- e. Provide information regarding the person responsible for intervention instruction, including a description of how intervention teachers will assure alignment with regular classroom instruction.

Classroom teachers and reading coach will work collaboratively, given the unique population of RIS, this can be accomplished on a daily basis. Reading coach will push in to classroom reading programs and small groups to observe or assist targeted students. Given this luxury, reading coach and teacher can determine strengths and weaknesses of targeted students and apply interventions directly related to same day instruction. Teacher will keep reading coach informed of progress monitors and reading coach will delve into data weekly or bi-weekly, develop and/or assist teacher in interventions needed as per data results. Both will consult RRS for updates on Istation and other up-to-date knowledge that RRS has to share.

- f. Describe the district's plan for ensuring that all students reading below grade level receive systematic and direct instruction targeted at closing achievement gaps.

Reading coach will create a flexible schedule allowing interventions to Tier 2 and 3 students as identified by Istation, teacher observations, and curriculum based assessments. Resources and individualized lessons from Istation using explicit instruction will be utilized to close achievement gaps. Florida Center for Reading Research and West Virginia designed lessons may also be used to supplement Istation lessons. The RtI piece of Journey's will be used to further measure student achievement post intervention, as well as provide differentiated instruction so that student may continue to participate in classroom instruction with success. If necessary, RRS will be consulted to model or co-teach when teachers, administration, or RRS identify a need for doing so.

Section IV: Proposed Budget (to be completed in Reads to Lead Excel file) – 20 points
LEAs to submit a budget timeline—funds will be spent when, based on the quarter.

- a. Complete a cost-effective budget for one year that directly links costs to proposed activities.

- b. Complete a budget that includes information about leveraging funds with state, or federal dollars (e.g., Title I) to maximize impact for students.

OR

If the applicant is submitting a joint application with another district or an REC, provide a description of how funds will be leveraged and how dollar efficiency will be increased by this partnership. (not scored)

- c. Complete a budget narrative that identifies and explains all Reads to Lead funded costs for activities that are necessary to carry out all aspects of the whole-school change to improve reading outcomes.

- d. Each line item in the Reads to Lead Excel file proposed budget is addressed.

- e. A complete and accurate proposed budget has been submitted for the 2017-2018 school year utilizing the Reads to Lead Excel file.

Section V: District or Charter School Assurances – 4 points

- a. District or Charter School Assurances

To participate in Reads to Lead the district or charter school will agree to the following:

- a. Distribute Reads to Lead funding for one or more targeted schools based on student outcome data as described in the Reads to Lead Plan application.
- b. Ensure that all Read to Lead Schools implement the formative assessments in reading for students in grades K-3, (Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana.)
- c. The district will ensure that in Reads to Lead Schools:
 - all students engage in curriculum that is aligned with the district's curriculum framework;
 - all students participate in robust and responsive core instruction (Tier 1);
 - all students have a schedule that will permit targeted interventions/ supports or enrichment opportunities in addition to the core instruction;
 - all students are able to move seamlessly out of and in to Tier 2 and 3 interventions/supports (as identified by Istation data), as appropriate;
 - all students have opportunities to apply and integrate their new learning and participate in enrichment activities, when possible;
 - all core instruction is provided by highly qualified content educators including general education, special education, Title I educators, English Learner educators, and support staff;
 - all teachers within each grade level have common time available for planning and data analysis; and
 - all teachers are provided with customized professional development with job embedded supports.
 - Fully implement early literacy statute requirements.
- d. Ensure each Reads to Lead school implements a minimum 90-minute literacy block.
- e. Intervention groups will meet between three and five times a week for 30-minutes.
- f. The LEA will participate with the school and PED in the periodic site visits to schools receiving Reads to Lead funds³.
- g. As District Superintendent or Charter School Director, I will assure implementation of the 2017-2018 Reads to Lead K-3 Comprehensive Reading Plan District or Charter School Assurances.

Bill Green

Superintendent/Charter Director (printed name)

575-533-6241

Phone number

Bill Green

Superintendent/Charter Director Signature (blue ink)

5-2-17

Date

**NM Reads to Lead Application
Part Three: Past Performance**

³ The number of site visits by PED staff is yet to be determined. At minimum, each LEA will receive two formal monitoring visits each year.

**NM Reads to Lead Application
Part Three: Past Performance**

Section I: Can be completed in Reads to Lead Excel file – 32 points

LEA's student reading data over the last 2-3 years is explained to include why there has been either an increase or decrease in the data. Outline how growth and/or proficiency has been rising or falling. The PED has provided an excel sheet if the LEA chooses to use that method for qualifying student growth and/or proficiency.

- Data by grade level (K-3) with an explanation for increase/decrease in reading
- Identification of success factors that cause an increase in the data
- Identification of factors that caused a decrease in the data and why. LEAs that have not seen an upward trajectory can include a root cause analysis as an explanation.

Regional Reading Coach (RRS) "State-Funded"

The role of the Regional Reading Coach is to support classroom teachers with K-3 core reading instruction. The RSS will utilize data to support teachers with targeted instruction to improve reading outcomes for students.

If selected as a Reads to Lead district or charter please indicate if you would utilize a Regional Reading Coach:

Yes (but understand the remoteness of our location, so RIS is willing to work with PED in this area)

No

Reads to Lead Proposed Budget 2017-2018

District:

	Unit	Value	Total	% of Reads to Lead Proposed Budget
Prof Staff Stipends				
FTE	1	\$ 70,000.00	\$ 50,000.00	100%
Purchased Service				
Supplies & Materials				
Travel				
Employee Benefits				
Indirect Cost				
Equipment				
Other				
			\$ 50,000.00	

Attach all job descriptions for all positions funded through the application, these will NOT count against the 10 page application limit.

PROPOSED BUDGET NARRATIVE

SECTION IV: PART C

Reading Coach will:

- *build rapport with classroom teachers and staff
- *complete non-evaluative observations of teaching instruction and classroom setting in order to give feedback to improve instruction
- *work directly with Region Reading Specialist to incorporate newest information into school
- *model and co-teach with classroom teachers to improve instruction or demonstrate a newly learned strategy
- *have an 'open door' policy for teachers to drop in and discuss student progress, behaviors, teaching strategies, and/or other concerns
- *hold coaching conversations with the purpose of setting goals, discussing outcomes, discovering solutions/workplans for outcomes, data outcomes, and identify next steps
- *inventory materials and their distribution when required
- *participate in all trainings, Professional Developments, and workshops that will improve teaching or coaching
- *lead data meetings
- *interpret data
- *provide Professional Development to staff (whole group, small group, individual)
- *assist in assessments of students, as well as progress monitors
- *utilize and provide intensive and explicit instruction for Tier 3 or identified struggling students
- *assist teachers with lesson planning when appropriate
- *up to date research and sharing of best practices in teaching
- *document daily coaching activities and completion of all required logs
- *regular meetings with teachers to discuss small groups and center activities, their effectiveness, and align to data needs, curriculum, and CCSS
- *assist teachers in making instructional decisions based on data and assessment outcomes
- *develop flexible reading coach schedule based on data, and student needs identified by classroom teacher or observations
- *assist with, and sometimes perform progress monitors to align instructional practices

- Directions:**
1. Complete a Reads to Lead Funded Schools 2015-2016 Past Performance table for each school the district is identifying to fund.
 2. Identify the number (#) and percent (%) of students identified as Benchmark, Below Benchmark, and Well Below Benchmark in the grades represented by the school for Beginning of Year (BOY) and End of Year (EOY).

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Reserve Elementary School

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY	4	100	0	0	0
	EOY	4	80	1	20	0
First Grade	BOY	0	0	1	100	0
	EOY	2	100	0	0	0
Second Grade	BOY	6	75	2	25	0
	EOY	8	89	0	0	11
Third Grade	BOY	6	75	1	12	1
	EOY	9	100	0	0	0

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Glenwood Elementary School

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY	1	100	0	0	0
	EOY	1	100	0	0	0
First Grade	BOY	1	50	1	50	0
	EOY	2	100	0	0	0
Second Grade	BOY	0	0	0	0	1
	EOY	0	0	0	0	1
Third Grade	BOY	0	0	0	0	0
	EOY	0	0	0	0	0

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY					
	EOY					
First Grade	BOY					
	EOY					
Second Grade	BOY					
	EOY					
Third Grade	BOY					
	EOY					

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY					
	EOY					
First Grade	BOY					
	EOY					
Second Grade	BOY					
	EOY					
Third Grade	BOY					
	EOY					

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY					
	EOY					
First Grade	BOY					
	EOY					
Second Grade	BOY					
	EOY					
Third Grade	BOY					
	EOY					

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

	DIBELS		Below Benchmark		Well Below Benchmark	
	#	%	#	%	#	%
Kindergarten	BOY					
	EOY					
First Grade	BOY					
	EOY					
Second Grade	BOY					
	EOY					
Third Grade	BOY					
	EOY					

Reads to Lead Funded Schools 2015-2016 Past Performance

School Name: Enter text here

Kindergarten	BOY	#	%	Kindergarten	BOY	#	%
	BOY				BOY		
	BOY				BOY		
First Grade	BOY			First Grade	BOY		
	BOY				BOY		
	BOY				BOY		
Second Grade	BOY			Second Grade	BOY		
	BOY				BOY		
	BOY				BOY		
Third Grade	BOY			Third Grade	BOY		
	BOY				BOY		
	BOY				BOY		

Kindergarten	BOY	#	%	Kindergarten	BOY	#	%
	BOY				BOY		
	BOY				BOY		
First Grade	BOY			First Grade	BOY		
	BOY				BOY		
	BOY				BOY		
Second Grade	BOY			Second Grade	BOY		
	BOY				BOY		
	BOY				BOY		
Third Grade	BOY			Third Grade	BOY		
	BOY				BOY		
	BOY				BOY		

**Explanation of Scores
Reserve Independent Schools**

Reserve Elementary School Data:

Data for Reserve Elementary School: 2015-16 (Four Day Week)

Kinder: BOY to EOY 80% of students completed as Tier 1. These 80% represent 100% of the students who started and ended the school year. During last quarter, this teacher received a new student who was significantly behind her peers (Tier 3). She ended the year in Tier 2. Teacher used small groups and centers to catch up student, reading coach was utilized 1 hour daily in this classroom to give assistance throughout the school year.

Grade 1: For first semester, there was only one student in this grade. This student qualified to receive speech services. By the end of the year, he was proficient in reading. A second student joined this class during the second semester, he was also proficient by EOY. Both students were monitored by the reading coach throughout the year for support averaging 30 min sessions 2x weekly to assist the K-1 combination classroom.

Grade 2: This class consisted of 8 students initially. Of the 8, three qualified for ongoing speech services. Two were scheduled regularly for 30 minutes, 4x weekly with Reading Coach to monitor fluency and spelling. The evidence suggests this had a direct impact on the EOY scores. Towards middle of second semester, a non-English speaking student joined this class. While he remained Tier 3, he showed significant growth for the short time he had left in the year. He was tested, and it was found that he was not proficient in his native language as well.

Grade 3: This class started the year off with 8 students; one student was evaluated and identified at mid-year with multiple learning disabilities. She remained at Tier 3 through MOY. The Tier 2 student was tested and qualified for speech, once receiving speech services, he began showing growth almost immediately. The Tier 3 student began receiving special education services around the middle of the school year. A new student joined this class around February and came in at Tier 1 in progress monitoring. Reading coach was scheduled daily to assist in this classroom for 30 minutes. While these resources were utilized, the credit of reaching 100% EOY proficiency goes to the sheer awesomeness of this third-grade teacher's effort, dedication, her strategic utilization of the reading coach, and her ability to motivate her students to reach their goals! She was a first-year teacher and utilized, and listened to every resource available to her.

Data for Glenwood Elementary School: 2015-16 (Four Day Week)

This is a one-room classroom in a small community south of Reserve. This teacher teaches two to three grade levels each year, with only one to two children per grade. These students receive one-on-one instruction daily. It is also a transient population with students entering and exiting throughout the year. In second grade, the Tier 3 student is a homebound student who resides on a ranch approximately 2½ hours from the school.

Reserve Elementary School: 2016-17 Istation scores:

Grades	BOY						EOY (and April Data)					
	T1	%	T2	%	T3	%	T1	%	T2	%	T3	%
Kinder	1	50%	0	0%	1	50%	2	67%	1	33%	0	0%
Grade 1	5	71%	1	14%	1	14%	6	75%	1	25%	0	0%
Grade 2	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%
Grade 3	6	60%	1	10%	3	30%	9	90%	1	10%	0	0%

Kinder: EOY Tier 2 student entered class mid-year, she was considerably behind her peers, and absent often for long stretches of time.

Grade 1: EOY Tier 2 student (1) advanced from Tier 3 to Tier 2, this student was homeschooled and a non-reader when she entered first grade. She did not know her letter sounds. Student (2) was Tier 1 and regressed towards end of year. Her family is going through some major changes we feel may be having an adverse effect on her attention and performance at school. Mother feels she may be showing signs of dyslexia, which there are some concerns identified by teacher and ancillary staff as well. This student will be screened for dyslexia.

Grade 2: Only one student in this class, and he performs above grade level now after issues were addressed in first grade.

Grade 3: EOY of 90% Tier 1 is something to be celebrated! This teacher and reading coach worked with the ELL student and the homeschooled student who could not read at beginning of year and worked diligently with both students. Prescriptive instruction was given and these students ended the year with a bang! ELL student is now Tier 1, and non-reader has made so many gains this year and is now Tier 2.

NOTE: At the beginning of this year, this school had two families who live on same property enroll 7 students who were being homeschooled. In elementary school, this added 5 non-reading students to the population. Staff and reading coach has worked aggressively to catch these students up. These students who are tested in Istation went from Tier 3 to Tier 2 and are approaching Tier 1.

Application Checklist

Documents for Submission	Checked - applicant	Checked - PED
Part One		
District and/or Charter School/ Information Page	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District and/or Charter School/ Information Page Assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Part Two		
Narrative		
Section I: Theory of Action	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section II: Coherent Structure of Effective Reading Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section III: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section IV: Proposed Budget (to be completed in Reads to Lead Excel file)		
Part Three: Growth in Reading Past Performance		
Section I: Past Performance (can be completed in Reads to Lead Excel file)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PED Comments

Has the applicant submitted all of the documents listed above?

- Yes
- No

Reviewer Code:

Date: