**Reaching All Students Through Language and Literacy**

**Application Template**

**Applicant Name(s):** Click or tap here to enter text.

**IRN(s):** Click or tap here to enter text.

**Section A: Site and Student Needs Profile (2 Pages)**

Drawing on multiple student and adult data points, describe the need for this project at the proposed site and provide a rationale for how participation in this project may address specific challenges related to literacy instruction.

The following forms of data are recommended but are not required:

* Student assessment data (Ohio’s State Tests, district-administered assessments including screeners, diagnostics, progress monitoring).
* Adult implementation data (Ohio Teacher Evaluation System, Ohio Principal Evaluation System, walk-throughs, professional learning opportunities, coaching).
* Data related to systems (including the Reading Tiered Fidelity Inventory and equity evaluations).
* Longitudinal data to demonstrate trends in student literacy outcomes.
* Other relevant data points (for example: student and community demographic and income data; student mental and emotional health measures; early warning indicators).

Click or tap here to enter text.

**Section B: Readiness (2 Pages)**

Describe work currently underway to improve literacy instruction at the proposed site in the following areas:

1. Shared Leadership: Team structures and participants, frequency and focus of meetings, process for removing barriers to meetings and team effectiveness, use of the Ohio Improvement Process (OIP), communications plans and building-level instructional leadership
2. Multi-Tiered System of Supports: Instruction, curriculum, intervention, assessment and decision rules related to identifying children in need of literacy interventions or other support services.
3. Educator Capacity: Core reading curriculum, intervention materials, professional learning for all educators and administrators, instructional coaching (traditional or peer) and collaborative planning.
4. Family Partnerships: Identifying student and family needs, inclusion of family engagement in school improvement planning and implementation and specific programing for engaging families.
5. Community Collaboration: Partnerships that promote networks to share successes and challenges, provide opportunities to problem-solve and time to consult to strengthen local literacy plans and community improvement efforts.

Click or tap here to enter text.

**Section C: Capacity to Implement (1 Page)**

Describe how the proposed site has capacity to implement this project including:

1. Board, administrator and teacher support.
2. Plan for the district or building leadership to ensure adequate time to meet all project requirements, including:
   1. Project lead and team attendance at all network meetings.
   2. Additional preparation and meetings, if necessary, for project lead and team to plan and implement their individual project.
   3. Necessary time for teachers, coaches, support staff and/or administrators to participate in any professional learning or preparation to implement new practices associated with this project.
   4. Identification of a substitute teacher pool to cover for team members attending network meetings or performing other tasks related to this project.
3. Additional funding availability (if necessary).
4. Ability to sustain new programs and/or practices beyond funding period.

Click or tap here to enter text.

**Section D: Project Team (1 Page)**

Teams will consist of a site lead who must attend every network meeting and up to four additional team members who may attend each meeting (consistent attendance is encouraged for all participants). Describe the role, education level, relevant experience and capacity to undertake this project for the site lead and each team member.

Include a resume or CV for the project lead only.

Click or tap here to enter text.

**Section E: Budget Narrative (1 Page)**

The initial year of implementation will consist primarily of professional learning and identification of a problem of practice. Sub-grantees should budget funds to support staff time and travel for the 2022-2023 school year. During that period, sub-grantees will identify and develop a plan to address the problem of practice and submit a related budget for the 2023-2024 school year.

For information only, please complete the following table:

|  |  |  |
| --- | --- | --- |
| **Team Member** | **Does this team member require a substitute while participating in meetings during the school day?** | **Hourly stipend amount for work outside of contract hours** |
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