

**Virginia State Personnel Development Grant
 Demonstration Sites for the Content Literacy Continuum®
 Criteria for Selecting Schools**

Please respond to each of these criteria with evidence as shown below.

Criterion		Evidence
1.	A middle school and its feeder high school are making joint application to participate in the CLC adoption.	Joint application is made.
2.	The superintendent and all central office personnel responsible for CLC leadership are aware of the expectations for the CLC adoption and implementation.	Signatures of the superintendent and related central office personnel on the application.
3.	The principal and at least one other building administrator are willing to engage in activities to support adoption over time.	Signature of principal and other administration acknowledge the level of involvement needed.
4.	CLC adoption is consistent with the school improvement plan and will be construed as part of the school improvement plan implementation	The school improvement goal under which CLC fits is stated and activities to support are clearly stated.
5.	Safety and discipline concerns are not the major thrust of the school improvement plan.	The school improvement plan goals do not include safety or discipline.
6.	No other significant innovation, requiring a major commitment of time, energy and resources adoption is planned for the same time period.	Application lists current initiatives.
7.	High quality professional development is valued as a tool for school improvement by administrators and faculty.	Previous professional development activities and their tie into school improvement are described. Specific delivery structures created for past professional development are listed. The role of building administrators is specifically described.
8.	Faculty are willing to engage in high quality professional development to learn the tools at the specific levels of the CLC, including coaching.	Signature of principal and other administration acknowledge the level of engagement needed.

	Criterion	Evidence
9.	School faculty and staff are willing to conduct an examination of current conditions and resources necessary to put the CLC in place and are willing to make appropriate changes in delivery structures.	Statement to this effect is provided by the broad array of faculty that described information on the levels of instruction
10.	The school is committed to data – based decision-making. Literacy assessment data are gathered routinely, analyzed, and used as a basis for program planning.	This data-based decision making is described.
11.	Teachers have participated in SIM professional development and are implementing Learning Strategies or Content Enhancement Routines.	Names of teachers are provided, along with the specific Learning Strategies or Content Enhancement Routines they are implementing. Coaching information is also provided in detail.
12.	A speech –language pathologist is described as having a role with literacy.	Statement to this effect is provided by the broad array of faculty that described information on the levels of instruction.
13.	The school has a culture of collaboration across departments, especially general education and special education	Statement to this effect is provided by the broad array of faculty that described information on the levels of instruction.
14.	The school is willing to host periodic visits from personnel in the division, region, and across the state to observe the adoption and implementation of the CLC.	Signature of principal and other administration acknowledge the level of involvement needed.