Virginia State Personnel Development Grant
Content Literacy Continuum® Demonstration Sites
Joint Middle and High School Application

"Our primary goal is to establish a coordinated school-wide approach to improving literacy that will enable all students to meet higher standards."
                    University of Kansas Center for Research on Learning

For a middle and high school in a feeder pattern interested in becoming Content Literacy Continuum® demonstration sites for Virginia, please provide the information requested in this application.

Part I   relates to the **school division**. The signatures of the superintendent and personnel responsible for CLC® leadership in the areas of curriculum and instruction, secondary education, special education, literacy education, instructional technology, accountability and professional development must be provided.

Part II   relates to the **middle school** applicant. Section A and Section B must be completed by the school. Signatures of administrators providing leadership for the adoption and implementation of the CLC® must complete Section C.

Part III   relates to the **high school** applicant. Section A and Section B must be completed by the school. Signatures of administrators providing leadership for the adoption and implementation of the CLC® must complete Section C.

This application is designed to be completed electronically; however, please print a paper copy of the final application, because signatures are required. Send via postal or other carrier by **4 p.m. on January 25, 2010,** to:
        Thomas Manthey, State Personnel Development Grant
        Division of Special Education and Student Services
        Virginia Department of Education
        P.O. Box 2120
        Richmond, VA 23218-2120

If you have questions, or need help, please contact Thomas Manthey at 804.225.4024; e-mail: Tom.Manthey@doe.virginia.gov.

Part I - School Division Information

School Division Name:	
School Division Administrator Responsible for CLC:	
Street Address:	
City:	
State:	
Zip:	
Phone Number:	
Fax Number:	
E-mail Address:	

The following are expectations of divisions and schools within divisions:

1. The adoption and full-scale implementation of the CLC in a specified number of middle and high schools (as determined by a team of principals, division leaders, and project staff) in the division over a three-year period.

2. Make CLC a centerpiece of any school improvement initiative in the division and participating schools.

3. Establish Literacy Leadership Teams at each school site to be the mechanism for data-based decision making and literacy improvement. These teams will be composed of key administrators and teacher leaders.

4. Establishment of a CLC Leadership Team composed of division and building-level members. This team will meet at least monthly to direct the divisionwide implementation of CLC.

5. Set, work toward, and evaluate progress in meeting annual performance targets in implementing CLC.

6. Development of a division accountability system linked to the five levels of the CLC.

7. Host periodic visits from personnel from other school divisions to observe the implementation of CLC and to serve as a resource for other divisions.

8. Support the necessary professional development time for the implementation of the five levels of the CLC including a SIM reading program, SLP supports, and ongoing coaching.

I am aware of the expectations of the division listed on the previous page. I support the leadership of the persons listed below in the adoption and implementation of the Content Literacy Continuum®.

Signature of Superintendent _____

Date _____

Signatures below indicate areas of responsibility for adoption and implementation of the CLC. Individuals responsible for more than one area should sign for each area.

Curriculum and Instruction _____

Date _____

Secondary Education _____

Date _____

Special Education _____

Date _____

Literacy Education _____

Date _____

Instructional Technology _____

Date _____

Accountability _____

Date _____

Professional Development _____

Date _____

Part II, Section A - Middle School Information

School Name:	
Street Address: (No P.O. Box numbers)	
City, State:	
Zip:	
School Phone Number:	
School Fax Number:	
Principal's Name:	
E-mail Address:	
Phone:	
School Contact Person for CLC Adoption	
E-mail Address:	
Phone:	
School Web Page Address:	

Student Population

	4th	5th	6th	7th	8th	9th	10th	11th	12th
Is this a Title I School?									
Is Title I schoolwide?									
Percentage Free/Reduced Lunch									
Total number of students in your school at each grade level:									
Estimated % 1-2 years behind grade level in reading:									
Estimated % 3-4 years behind grade level in reading:									
Estimated % 4-5 years behind grade level in reading:									
Estimated % more than 5 years behind grade level in reading:									
Projected number of students enrolled in ESL/ELL courses:									
Which achievement test was used to make the reading % estimates?									

School Improvement Goals and Initiatives

List the goals that are on your school improvement plan:
Under which goal(s) does CLC adoption fit? What strategies are stated in the school improvement plan to achieve this goal?
What other school improvement initiatives are currently being implemented?
What other school improvement initiatives will soon start?
Which literacy efforts/programs/initiatives are currently in place?

Data-Based Decision-Making

What annual tests are administered each year that measure literacy skills? At what grade level?

What other assessment information is collected each year to evaluate school performance?
How is this information used? By whom?

Professional Development Opportunities

Describe the professional development activities the faculty has participated in during this school year, indicating their relationship to the school improvement plan.
How was professional development delivered at the school this year (early release, prior to school opening, building level, divisionwide, etc.)? Who provided the professional development (internal resource, external consultant, college course, etc.)?
How were building administrators involved in the school-level professional development activities?
What dates are professional development opportunities scheduled for all faculty?
What half-day dates are professional development opportunities scheduled for all faculty?
What access do you have to substitute teachers, should funding be available and professional development need to be carried out during the school day?
What other professional development opportunities are available presently?

Experience with the University of Kansas Strategic Instruction Model

List by content area or elective course the teachers who have received professional development and implemented Content Enhancement Routines in their classes. Identify the date the professional development was received, the location, and the SIM professional developer who conducted the session (optional). Did these teachers receive coaching from the SIM professional developer? If yes, please indicate the number of times and briefly describe the nature of coaching received.
List by content area or elective course the teachers who have received professional development and have implemented Learning Strategies in their classes. Identify the date the professional development was received, the location, and the SIM professional developer who conducted the session (optional). Did these teachers receive coaching from the SIM professional developer? If yes, please indicate the number of times and briefly describe the nature of coaching received.

Administrative Support and Leadership

Which administrator(s) in addition to the building principal will actively be involved in project planning meetings and implementation activities?
Each administrator should complete the signature page for Section C-Understanding of CLC Adoption. Submit completed forms with the application.

Part II, Section B - Middle School Information

Adopting the CLC requires commitment and collaboration to ensure success of a schoolwide literacy effort. This should be reflected in the broad array of educators who are involved in answering the questions listed below.

Please answer the following questions as they relate to your school. Identify the names and positions of the persons who answer each question.

1.   What is in place in core classes to ensure that students will get the "critical" content in spite of their literacy skills?

2.   Are procedures for teaching powerful learning strategies embedded in courses across the curriculum?

3.   What happens for students who know how to decode but can't comprehend well?

4.   What happens for those students who are reading below the 4th grade level?

5.   What happens for students who have language problems?

Part II, Section C - Middle School Information

Understanding of CLC Adoption

Please check "yes" to indicate that you understand:	Yes
All teachers need to be involved in promoting literacy improvement.	
Core curriculum teachers will need to embed literacy activities in their courses.	
Instruction/intervention delivery structures may have to be put in place, if they do not presently exist across the CLC levels (e.g., literacy courses).	
Annual testing to measure literacy improvement progress is required.	
All levels of the CLC need to be implemented to address schoolwide literacy.	
CLC requires significant professional development, including ongoing coaching.	
Professional development will be achieved through workshops as well as department and individual coaching sessions.	
A lead administrator (principal or assistant principal) must support and be involved in nurturing CLC adoption.	
A lead administrator (principal or assistant principal) must select a CLC leadership team and support the work of the team.	
An administrator needs to assist with ensuring fidelity of implementation (e.g., by observing teachers).	
The principal needs to participate in enough professional development related to the CLC levels to know what to look for to ensure fidelity.	
Professional development geared specifically to administrators may be involved in this process.	
CLC support will require classroom materials for additional reading practice that may need to be purchased above and beyond that which is provided through the CLC demonstration project.	
Periodic visits may be required from personnel in the region and across the state to observe the implementation of the CLC.	

Signatures

_____   Date_____
Administrator, Principal

_____   Date_____
Administrator, Assistant Principal

Part III, Section A - High School Information

School Name:	
Street Address: (No P.O. Box numbers)	
City, State:	
Zip:	
School Phone Number:	
School Fax Number:	
Principal's Name:	
E-mail Address:	
Phone:	
School Contact Person for CLC Adoption	
E-mail Address:	
Phone:	
School Web Page Address:	

Student Population

	4th	5th	6th	7th	8th	9th	10th	11th	12th
Is this a Title I School?									
Is Title I school wide?									
Percentage Free/Reduced Lunch									
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Which achievement test was used to make the reading % estimates?									

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Data-Based Decision-Making

What annual tests are administered each year that measure literacy skills? At what grade level?
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4. What happens for students who read below the 4th grade level?

5. What happens for students who have language problems?

Part III, Section C - High School Information

Understanding of CLC Adoption

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Administrator, Principal

_____   Date_____
Administrator, Assistant Principal