

COMMITMENT TO GRANT ASSURANCES

By signing below, the grant recipient commits to the following assurances.

Striving Readers Comprehensive Literacy (SRCL) Grant Assurances – June 2018

The district will create a **Comprehensive Literacy Plan** that includes district and school implementation plan and gain approval from the local school board, the SBDM councils of participating schools and the State Literacy Team, to ensure a strong and comprehensive literacy approach to instruction and intervention.

The district will establish and maintain a **District Literacy Leadership Team** that includes early education provider(s) to assist in the development and implementation of a Comprehensive Literacy Plan. **Proportionality** of non-school, early literacy partners will include at a minimum at least as many early literacy programs as elementary school sites (see p. 2).

The district will **build literacy leadership capacity among administrators and instructional leaders** as indicated by the state-approved Comprehensive Literacy Leadership Plan.

The district will participate in state and federal program evaluations as requested, including engaging in a local collaborative **self-evaluation and monitoring**.

The district will align **funding** sources and literacy initiatives to the District Comprehensive Literacy Plan.

The district will ensure **alignment of curriculum and instructional materials** with state standards, including components of effective literacy instruction and integration of technology and Universal Design for Learning (UDL).

The district will use an **assessment system(s)** (i.e., valid and reliable screening, diagnostic and progress monitoring) aligned with state standards.

The district will submit an **annual report of progress** (see p. 4) and Professional Learning logs.

The district will use **grant funds** according to guidelines for allowable expenditures.

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Southgate Independent
District



Superintendent



Grant Project Coordinator(s)

6/19/18

Date

6/19/18

Date

District Literacy Leadership Team Membership List

District Name: Southgate Independent

Date DLLT Established: May 18, 2018

- | | |
|----------------------------|-------------------------------------------------|
| 1. Name: Krista Baioni | Title: Rtl Teacher |
| 2. Name: Miranda Smith | Title: Preschool Teacher |
| 3. Name: Jen Weber | Title: Professional School Counselor |
| 4. Name: Melissa Herald | Title: Intermediate Teacher |
| 5. Name: Sharyl Iden | Title: Nurse/DTC |
| 6. Name: Robin Jones | Title: Middle School Teacher |
| 7. Name: Greg Duty | Title: Superintendent |
| 8. Name: Eddie Franke | Title: Principal |
| 9. Name: Shannon Hansman | Title: Literacy Coach |
| 10. Name: Rene Bricking | Title: Children, Inc./Community Partner |
| 11. Name: Deneen Zimmerman | Title Curriculum Director, Bellevue High School |
| 12. Name: Marlene Jones | Title: DoSE/Preschool Director |
| 13. Name: Kelly Green | Title: Media Specialist |

Add lines if necessary

LITERACY LEADERSHIP MEETING

District or School: Southgate Independent

Date: May 22, 2018

Team Members Present: All Staff

Team Members Absent: All Present

AGENDA

1. Discuss Striving Reader Literacy Grant Application
2. Discuss the results of the PERKS Surveys and the Scholastic Literacy Audit
3. Summer Training Schedule
4. Break Out Sessions (staff spent 20 minutes in each group to provide input into the district Literacy Plan)
 - A. Aligned Curriculum and Multiple Assessments – led by Marlene Jones
 - B. Instruction/Intervention and Literate Environments – led by Krista Baioni
 - C. Professional Learning and Partnerships – led by Jen Weber
 - D. Artful Reading – Led by Greg Duty, Eddie Franke, and Ashley Perkins
5. Next Steps

ANNUAL REPORT OF PROGRESS

In a narrative report* describe how approved literacy programs within your District Literacy Plan that serve Birth to Grade 12 include these components of comprehensive literacy:

- include developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas
- include age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency and reading comprehension
- include age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff
- make available and use of diverse, high-quality print materials that reflect the reading and developmental levels and interest of children
- use differentiated instructional approaches, including individual and small group instruction and discussion
- provide opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary
- include frequent practice of research-based reading and writing strategies
- use age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction
- use strategies to enhance children's motivation to read and write and children's engagement in self-directed learning
- Incorporates the principles of Universal Design for Learning
- depends on teachers' collaboration in planning, instruction and assessing a child's progress and on continuous professional learning
- links literacy instruction to the state's challenging academic standards, including standards relating to the ability to navigate, understand and write about complex subject matter in print and digital formats

*Reports should be divided into groups of Birth to age 5, K to Grade 5, Middle School and High School and address the programs in these categories. Reports should be a brief description and some examples.