

NEW MEXICO PUBLIC EDUCATION DEPARTMENT



New Mexico Reads to Lead

K–3 Comprehensive Reading Plan

2016–2017 Request for Applications

Guidance Document

Deadline for Submission:

May 12, 2016 at 5:00 pm Mountain Standard Time

Julie Bryant
Literacy Coordinator
New Mexico Public Education Department
300 Don Gaspar Ave. Room G5
Santa Fe, NM 87501
Phone: 505-827-6516
Email: ped.literacy@state.nm.us

Guidance for Completing Reads to Lead Application

Table of Contents

Purpose.....	page 3
Priority.....	page 3
Assurances.....	page 3
Timeline.....	page 4
Elements of the K–3 Comprehensive Reading Plan.....	page 5
I. Leadership District or Charter School Actions.....	page 6
II. Standards Based Curriculum, Instruction, and Assessment.....	page 8
III. Professional Development.....	page 11
IV. Family Engagement.....	page 12
V. Application Evaluation Rubric.....	page 13
VI. Budget.....	page 14
Appendix I. New Mexico Reading Coach Model.....	page 15
Appendix II. Glossary of Terms.....	page 18

Guidance for Completing Reads to Lead Application

Purpose

All students should be proficient in reading by third grade to be successful in school. Greater accountability and focus on reading practice at the district and school level is needed to accomplish this work. By districts and schools expecting greater results for their students, an increase in student achievement will be evident in reading.

The Public Education Department (PED) is seeking New Mexico school districts and charter schools to participate in a competitive application process to receive funding to support the implementation of New Mexico Reads to Lead which targets students most at risk of not achieving reading proficiency by the end of third grade.

Funding will be provided for the following:

1. Reading coaches hired by the school district or charter school to provide job-embedded professional development for educators to improve instruction in reading and support increased student achievement
2. Support for K–3 reading interventions, which may include hiring reading interventionists by district or charter schools to provide interventions to students
3. Instructional materials for interventions and to improve instruction

In addition, the PED will **provide to districts and charter schools at no cost, a department-approved short cycle assessment** for use by K–3 students. This assessment is required for all kindergarten through third grade students in all schools within districts and charter schools receiving Reads to Lead funding. Professional development will be provided to the district or charter, at no cost, to inform teachers how to use the assessment and interpret the resulting data to inform instruction.

Priority

- Priority for Reads to Lead funding will be given to those districts and charter schools with application plans and budgets that effectively target the lowest performing students based on ELA PARCC and other assessment data to ensure reading proficiency by the end of third grade. The district or charter school will prioritize Reads to Lead funding to support the schools with the highest percentage of third grade students scoring at Level 1, Level 2, and Level 3 on the ELA PARCC assessment.
- Evidence that the reading coach has contributed to increased student achievement as a result of previous Reads to Lead funding will be considered.

Assurances

2016–2017 Reads to Lead K–3 Comprehensive Reading Plan District or Charter School Assurances are provided in Appendix III as an overview of the commitment in implementing the Reads to Lead. The assurance document will be signed by the district superintendent or charter school administrator and returned to PED if a Reads to Lead award is provided.

Application Submission

Applications must be submitted via email to ped.literacy@state.nm.us by 5:00 pm Mountain Standard Time on May 12, 2016.

Timeline:

Date	Action	By Whom
April 21, 2016	Request for Applications released	PED
April 25, 2016	Reads to Lead Informational Webinar 3:00–4:00 pm Registration site: https://attendee.gotowebinar.com/register/2301903833132666883	PED
April 21–May 12, 2016	Technical Assistance Window Districts and charter schools may request clarification or additional information on any items within the RFA. Districts and charter schools may call between the times of 8:00 a.m. and 5:00 p.m. Mountain Standard Time. Requests for information may be made via email to ped.literacy@state.nm.us or to Julie Bryant at (505) 827-6516, or Melinda Webster at (505)-827-6567.	PED
May 12, 2016	Planned announcement of contract award for the PED-approved K–3 short cycle assessment through the Request for Proposal (RFP) process	PED
May 12, 2016	Application Submission Deadline Please submit the Reads to Lead K–3 Comprehensive Reading Plan via email to ped.literacy@state.nm.us by May 12, 2016 by 5:00 p.m. Mountain Standard Time. In addition, please mail ONLY the Contact and Certification Sheet with original signature to: New Mexico Public Education Department Literacy and Early Childhood Bureau Attn: Julie Bryant, Room G5 300 Don Gaspar Avenue Santa Fe, NM 87501	Applicants
May 12–19, 2016	Application review	PED review team
May 26, 2016	Award letters	PED

Overview of Elements of the K–3 Comprehensive Reading Plan

Element	Focus	Evidences Within Application Guidance
District or Charter School Level Leadership	Leadership at the district and school level are guiding and supporting the initiative.	Section I
Standards Based Curriculum, Instruction, and Assessment	<p>Appropriate research-based instructional materials and strategies are used to address specific student needs.</p> <p>Measurable student achievement goals are established and clearly described.</p> <p>Data analysis drives all decision-making.</p>	Section II
Professional Development	Professional development is differentiated according to teacher needs as determined by analysis of student performance data and NMTEACH.	Section III
Family Engagement	Families are engaged to support student reading at home.	Section IV
Budget	<p>Budget activities must align to increasing the quality of reading instruction and increasing student achievement in reading for grades K–3 through implementation of the Reads to Lead K–3 Comprehensive Reading Plan.</p> <p>Districts and charter schools are encouraged to align the Reads to Lead K–3 Comprehensive Reading Plan budget with the Program Budget Questionnaire and Web EPSS.</p>	Section VI
Certification	Certification of accuracy	Reads to Lead Contact Certification Sheet

I. Leadership

The following chart outlines non-negotiables with regard to a focus on leadership to implement the district or charter school Reads to Lead K–3 Comprehensive Reading Plan:

Implementation Timeframe	District or Charter School Actions	Artifacts
<p>Within first 30 days of the school calendar</p>	<ul style="list-style-type: none"> • School literacy plan development specific to school needs and based upon available data is supported by district leadership. • Job-embedded professional development will be provided by reading coaches and district instructional leaders. The New Mexico Reading Coach Model found in Appendix I provides reading coach qualification requirements and role description. <ul style="list-style-type: none"> Coaches may only work with groups of students when they are modeling for teachers. Coaching activities typically include: <ul style="list-style-type: none"> ○ Whole faculty professional development ○ Small group professional development ○ Planning ○ Modeling lessons ○ Coaching ○ Coach-teacher conferences ○ Student assessment ○ Data reporting ○ Data analysis meetings ○ Knowledge building ○ Managing reading materials • Interventionists will develop and deliver instruction appropriate to the needs of assigned students. Leaders will ensure that: <ul style="list-style-type: none"> ○ Intervention programs, materials, and approaches will be research-based and aligned with the core reading program and the ELA NMCCSS; ○ Instruction takes place outside of the reading block in small groups of 3–5 students; ○ Interventionists are provided time to meet frequently with classroom teachers to review progress and plan aligned instruction; and ○ Students are identified for additional instruction support by short cycle assessments and progress monitoring measures. 	<ol style="list-style-type: none"> 1. School-based literacy plans 2. District and school assessment plans 3. Analysis of reading assessment data 4. Professional development plans 5. School master schedule 6. Coaching Logs 7. Leadership meeting agendas

30–60 days	<ul style="list-style-type: none"> • Reads to Lead-funded reading coaches must complete a PED-provided monthly coach log detailing how time is allocated in providing professional development and other coaching activities. To ensure maximum impact and research-based best coaching practices, the reading coach role does not include: <ul style="list-style-type: none"> ○ Substitute teaching ○ Administrative duties ○ Playground and lunchroom duties ○ Teacher evaluation ○ Student assessments ○ Student instruction outside of coach modeling • Time is provided for teachers to meet weekly for professional collaboration that may include, but are not limited to grade team meetings, professional learning communities, additional training, visiting model classrooms, and one-on-one coaching sessions. • Assessment systems are sustained with fidelity using available reports, meetings and discussions, and fidelity checks with school-based leadership. 	<ol style="list-style-type: none"> 1. School-based literacy plans 2. District and school assessment plans 3. District and school administrator walkthroughs and evaluations 4. PED or district administrator site visits 5. Analysis of reading assessment data 6. PLC plan and meeting agendas 7. Professional development plans 8. School master schedule 9. Early Literacy Blended Learning Course (provided by PED) completion certificates 10. Coaching Logs 11. Leadership meeting agendas
60–90 days	<ul style="list-style-type: none"> • Mentor and teacher leaders are developed and supported to improve teacher practice and student literacy outcomes. • Reading Leadership Teams, or other literacy-focused leadership teams, used to create capacity within the school focusing on literacy practices and outcomes will be in place. (The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month.) • Continue progress monitoring using the department-approved K–3 short cycle assessment. 	<ol style="list-style-type: none"> 1. School-based literacy plans 2. District and school administrator walkthroughs and evaluations 3. PED or district administrator site visits 4. Reading Leadership Team rosters and agendas 5. PLC plan and meeting agendas 6. Professional development plans 7. School master schedule 8. Early Literacy Blended Learning Course (provided by PED) completion certificates 9. Leadership meeting agendas

II. Standards-Based Curriculum, Instruction, and Assessment

The following chart outlines non-negotiables with regard to standards-based curriculum, instruction, and assessment to implement the district or charter school Reads to Lead K–3 Comprehensive Reading Plan:

Implementation Timeline	District or Charter School Actions	Artifacts
Within first 30 days of the school calendar	<ul style="list-style-type: none"> • Systematic and explicit instruction will be provided aligned with the English Language Arts New Mexico Common Core State Standards (ELA NMCCSS). • Instructional planning will be implemented using the components of literacy instruction including oral language, phonological awareness, phonics, fluency vocabulary, comprehension, and writing in response to reading with supporting evidence. • Reads to Lead policy instructional expectations included within this document are communicated to all stakeholders. • Research-based core reading program, intervention programs, and strategies will be implemented aligned with the ELA NMCCSS. • Any instructional materials used from outside a core or supplemental reading program must be aligned with the ELA NMCCSS. • Schools must offer literacy instruction in a dedicated minimum 90-minute reading block of uninterrupted instructional time that includes whole group and small group differentiated instruction. An initial lesson from the core reading program usually requires 30–40 minutes per day of the 90-minute reading block, differentiating instruction as needed. For the remainder of the block, the teacher should then differentiate instruction focusing on individual student needs, often in a small group setting. <ul style="list-style-type: none"> ○ Whole group instruction includes, but not limited to, teacher modeling, partner practice, choral responses, working in cooperative teams, and use of manipulatives (response cards, white boards, etc.) ○ Small group instruction includes teacher directed, intensive, skill-focused lessons provided to differentiated and flexible groups. Grouping is based on assessment data and teacher observation. Students not working with a teacher in small groups participate in independent or partner activities that are differentiated and engaging and support or extend reading instruction. 	<ol style="list-style-type: none"> 1. Administrator walkthroughs and evaluations 2. Teacher planning documents 3. PLC meeting agendas 4. Staff and team meeting agendas Leadership meeting agendas 5. Newsletters 6. Professional development plans 7. Student work samples 8. Curriculum Maps 9. Pacing Guides 10. Curriculum Scope and Sequence 11. Classroom schedules 12. Site visits 13. State, district, and school-level assessment fidelity reports for benchmarking and progress monitoring 14. RtI district and school level documentation

- In addition to, or as an extension of the 90-minute reading block, the classroom teacher, special education teacher, reading resource teacher, or interventionist will provide daily intensive intervention to children as determined by progress monitoring and other forms of data gathering.
- Instruction and intervention will align with the Response to Intervention (RtI) approach. RtI is an organizational framework by which schools assess student needs, strategically allocate resources, and design and deliver instruction to **all** students within the school. Key elements of RtI involve a building-level plan to:
 - Provide strong core and differentiated instruction for all students;
 - Administer high quality assessments to monitor progress and identify students in need of more powerful and strategic interventions; and
 - Design and deliver intensive and targeted interventions that are responsive to student needs.

For more information regarding New Mexico’s RtI Plan, Please visit http://ped.state.nm.us/ped/RtI_index.html.

- The PED-approved short cycle assessment will be implemented with all students in grades K–3 within the district/charter school. The PED-approved K–3 literacy assessment is available at no cost to districts and charter schools.
 - Administrators, reading coaches, and teachers will utilize available resources such as videos, tutorials, and webinars provided by the PED on the process, procedures and operations of the short cycle assessment.
 - Administrators, reading coaches, and teachers will participate in PED-provided training on how to administer the department-approved short cycle assessment and how to analyze data to drive instruction.
 - Benchmark and progress monitoring measures will be conducted following the PED-provided short cycle assessment calendar.

<p>30–60 days</p>	<ul style="list-style-type: none"> • Horizontal and vertical alignment of instruction and curriculum across the school(s) will be implemented to ensure consistency and continuity. • District and school-based leadership will ensure fidelity of implementation of all reading programs and strategies used at the school level and determine appropriate instructional adjustments. <ul style="list-style-type: none"> ○ Fidelity of implementation is of utmost importance when using research-based programs. The research evidence that most programs use to support the use of their program is based upon strict adherence to a particular model. Failure to utilize the programs under the same conditions as the original research will limit the success with the program. ○ When implementing both programmatic interventions and research-based strategies, it is extremely important to implement with fidelity. For programmatic interventions, this would include fidelity to both the time and class size recommendations that the publisher used in developing their research-base for the program. Given that there is no such thing as a “one size fits all” program, common sense and teacher judgment through analysis of formal and informal assessment data should guide instructional adjustments to the program. • Administrators, reading coaches, and teachers will participate in PED-provided training on how to analyze data from the department-approved short cycle assessment to drive instruction. 	<ol style="list-style-type: none"> 1. Administrator walkthroughs and evaluations 2. Teacher planning documents 3. PLC meeting agendas 4. Staff and team meeting agendas 5. Leadership meeting agendas 6. Professional development plans 7. Student work samples 8. Curriculum Maps 9. Pacing Guides 10. Curriculum Scope and Sequence 11. Classroom schedules 12. Site visits 13. State, district, and school-level assessment fidelity reports for benchmarking and progress monitoring 14. RtI district and school level documentation
-------------------	---	--

III. Professional Development

The following chart outlines non-negotiables with regard to professional development to implement the district or charter school Reads to Lead K–3 Comprehensive Reading Plan:

Implementation Timeline *	District or Charter School Actions	Artifacts
Within first 30 days of the school calendar	<ul style="list-style-type: none"> • Professional development in the area of literacy that is high quality, job-embedded, ongoing, and research based for administrators, coaches, teachers, and support personnel is promoted at district and school levels. Professional development must be aligned with the English Language Arts New Mexico Common Core State Standards (ELA NMCCSS). <ul style="list-style-type: none"> A. Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who are experiencing reading difficulties. 	<ol style="list-style-type: none"> 1. Professional development session agendas, handouts, and sign-in sheets 2. Reading coach logs 3. District and school professional development calendars
30–60 days	<ul style="list-style-type: none"> • Professional development options must be provided to address the fidelity of implementation of all instructional materials, all reading programs, and strategies based on evidence-based research, including, but not limited to, early intervention, classroom reading materials, and accelerated programs. Intensive intervention within the RtI framework must also be addressed. • Data analysis sessions will be provided for teachers to build capacity in using data to inform instruction. 	<ol style="list-style-type: none"> 1. Professional development session agendas, handouts, and sign-in sheets 2. Reading coach logs 3. District and school professional development calendars
60–90 days	<ul style="list-style-type: none"> • District and school administrators will collaborate to build capacity in using data to allocate resources, analyze trends, and make informed decisions for ongoing professional development. • Professional development is provided in the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language development for all teachers. 	<ol style="list-style-type: none"> 1. Professional development session agendas, handouts, and sign-in sheets 2. Reading coach logs 3. District and school professional development calendars

***Professional development is fluid and ongoing based on student data. Timeframe for the professional development section is provided as an example.**

IV. Family Engagement

The following chart outlines non-negotiables with regard to family engagement to implement the district or charter school Reads to Lead K–3 Comprehensive Reading Plan:

Implementation Timeline *	District or Charter School Actions	Artifacts
Within first 30 days of school calendar	<ul style="list-style-type: none">• Provide families and community partners with information about the district K–3 Comprehensive Reading Plan	<ol style="list-style-type: none">1. Meeting agendas2. District and school calendar3. Family newsletters
60–90 days	<ul style="list-style-type: none">• Offer communication and trainings in the area of literacy to families and community partners	<ol style="list-style-type: none">1. Meeting agendas2. Literacy family engagement activities agendas and sign in sheets3. District and school calendar

***Family Engagement is fluid and ongoing based on student data. Timeframe for the family engagement section is provided as an example.**

V. Application Evaluation Rubric

Applications will be scored through a PED review process. Total possible score is 100 points.

<p align="center">Reads to Lead K–3 Comprehensive Reading Plan Elements</p>	<p align="center">Possible Points</p>	<p align="center">Score</p>	<p align="center">Notes</p>
<p>Data</p> <ul style="list-style-type: none"> • Demonstrated progress towards 2015–2016 K–3 literacy data goals (Application question #2): 10 points • Challenges and how to overcome challenges in moving students to grade level status in reading explained (Application question #3): 10 points • Plan articulated that will move grades K–3 students scoring below or well below benchmark in literacy to proficiency by the end of the school year (Application question #4): 10 points 	<p align="center">30</p>		
<p>Standards-Based Curriculum, Instruction and Assessment</p> <ul style="list-style-type: none"> • Complete information provided for core reading programs, intervention reading programs, and assessments used district-wide/charter school (Application question #5): 5 points • District or charter school expectations for implementing the reading block and intervention thoroughly described (Application question #6): 5 points • Thorough description provided on how the district or charter school will ensure that the non-negotiables listed in the 2016–2017 Request for Applications Guidance Document will be implemented with fidelity in the following areas: <ul style="list-style-type: none"> ○ Leadership ○ Standards-Based Curriculum, Instruction, and Assessment ○ Professional Development ○ Family Engagement <p>(Application question #7): 40 points</p>	<p align="center">50</p>		
<p>Budget</p> <ul style="list-style-type: none"> • Template shows appropriateness of the budget in relation to the proposed activities targeting support to one or more schools within the district for distribution of Reads to Lead funds based on student outcomes data. 	<p align="center">20</p>		

VI. Budget

Applicants will complete a proposed budget based on the district or charter school’s plan for targeting support to schools and students, as provided below. **One or more schools within the district should be targeted for distribution of Reads to Lead funds based on student outcomes data.**

All expenditures submitted for reimbursement must have an instructional focus. Unallowable expenditures include:

- Food;
- Indirect costs; and
- Out of state travel costs.

Estimated Expenditures	# of FTEs (if applicable)	School(s) to Receive Support	Dollar Total	Percentage of Total Reads to Lead Budget
K-3 Reading Coach position(s) funded by Reads to Lead				
K-3 Reading Interventionist position(s) funded by Reads to Lead				
K-3 Reading Intervention Instructional Materials				
K-3 Reading Professional Development				
Other (please describe)				
Total Proposed Budget Amount:				

Appendix I. New Mexico Reading Coach Model

A reading coach (K–3) must:

1. be an effective content teacher at the Grades K–3;
2. hold an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement;
3. hold a TESOL Endorsement if working in a school with a high concentration of ELL students;
4. submit to a fingerprint-based background check if not already employed by the district or charter school; and
5. be an effective and active model for teachers through providing embedded professional development.

Candidates will demonstrate their abilities in and understanding of:

I. Content

- A. Implementing New Mexico Content Standards and Benchmarks, and an awareness of the English Language Arts New Mexico Common Core State Standards.
- B. Demonstrating knowledge of adult learning theory and sound professional development practices as identified by the Learning Forward (formerly the National Staff Development Council). These standards can be found at <http://leaningforward.org>.

II. Reading Coach Skills and Abilities

- A. For individual coaching of teachers, the coach will know and be able to:
 1. describe key elements of various coaching approaches, their strengths, and underlying conceptual frameworks;
 2. recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors;
 3. conduct cycles which include pre-conferring, observing, analysis of data, and conferring with the teacher;
 4. analyze instructional practice and provide meaningful and timely feedback to educators;
 5. plan collaboratively with educators for the continuation, modification, or addition of specific skills and strategies in response to feedback and data;
 6. model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies, or approaches;
 7. co-teach in the classroom as a means of providing support and guidance to teachers in the context of modeling and coaching;
 8. demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools; and
 9. reflect on their own work and use that reflection to improve coaching.
- B. For group coaching, the coach will know and be able to:
 1. lead group meetings in ways that facilitate group discussion, shared leadership and accomplishment of goals (process and content are appropriate for the task);
 2. plan, implement, and evaluate professional development in the content areas that take into account adult learning principles;

3. reflect on own work and use that reflection to improve coaching; and
 4. recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors.
- C. Lead student data review meetings with teachers and write a reflection of each meeting describing the data, data presentation, teacher responses and reflections on successes and plans for improvement.
 - D. Lead an informal book or article teacher discussion group.
 - E. Conduct a professional development session for teachers.
 - F. Conduct a professional development session for a paraprofessional group.
 - G. Conduct a parent workshop for the school.

III. Instructional Practices

Reading Coaches will demonstrate their abilities in and understanding of:

- A. Coaching educators in the effective delivery of research-based instruction appropriate to the content area.
- B. Coaching educators in the use of educational technology and its integration into instructional practice.
- C. Coaching educators in becoming independent, reflective practitioners.
- D. Coaching educators in instructional planning through standards-aligned systems.
- E. Coaching educators in the appropriate selection and implementation of instructional materials and assessment tools.
- F. Coaching educators in instructional strategies for special needs, English language learners, gifted, and other subgroups.
- G. Coaching educators in formal and informal assessment and decision making to improve instructional practice.
- H. Coaching educators in culturally responsive pedagogy.
- I. Coaching educators in classroom management.

IV. Assessment

Reading Coaches will demonstrate their abilities in and understanding of:

- A. Using assessment data from multiple measures, especially from formative assessments, to guide instruction and make decisions about coaching.
- B. Monitoring the results of interventions and altering instruction accordingly.
- C. Using multiple assessments (authentic, screening, diagnostic, formative, benchmark, and summative) that are developmentally appropriate.
- D. Demonstrating effective use(s) of technology in student assessment measures and data analysis.
- E. Using multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way.
- F. Designing assessments that target academic standards and assessment anchor content standards in subject areas.

V. Organizational Leadership and School Change

Reading Coaches will know and be able to:

- A. Understand the school change literature that speaks to the importance of schools as communities of learners.
- B. Exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning.

Source: Pennsylvania Institute for Instructional Coaching (2012)

Appendix II. Glossary of Terms

Academic proficiency plan means a written document developed by the student assistance team that describes the specific academic standards required for a certain grade level that a student has not achieved and that prescribes specific intensive targeted instruction, intervention and remediation methods that have demonstrated effectiveness.

Core reading program means the instructional tool used to provide high quality instruction in K–5 classrooms. The core program must align with all ELA NMCCSS and include instructional content based on components of literacy instruction including oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing in response to reading with supporting evidence. The core program contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.

Educational technology is intended for additional support in reading. It must supplement and not supplant instruction by a highly qualified instructor.

Formative assessment is a process by which teachers utilize formal and informal assessment of student progress to monitor and adjust teaching to the level at which students are comprehending instruction. The goal is to improve teaching and learning.

In-program assessment is an assessment included within a core reading program or intervention reading program that may include screening measures, end-of-unit assessments or fluency measures.

Intensive targeted instruction means extra instruction that is provided for small groups of students or individual students and that shall be no less than twenty minutes per day and five days per week or the equivalent.

Intervention means targeted instructional practices for small groups of students or individual students that are aligned with the results of a valid and reliable assessment and, if applicable, with response to intervention, which is a multi-tiered intervention model that uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a framework for making educational programming and eligibility decisions.

Out-of-program assessment is an assessment from a source other than a core reading or intervention reading program. Examples include the department-approved grades K–3 short cycle assessment and PARCC.

Reading improvement plan means a written document developed by the student assistance team that describes the specific reading standards required for a certain grade level that a student has not achieved and that prescribes specific intensive targeted instruction, intervention and remediation methods that have demonstrated effectiveness.

Reading intervention programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs based on data.

Reading proficiency or **proficient in reading** means a student has attained a score on the statewide standards-based assessment or the screening assessment that is higher than the lowest proficiency level established by the department.

Remediation includes summer school, extended-day, tutoring, progress-based monitoring and other research-based models for student improvement.

Screening assessment means the assessment that measures the acquisition of reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension.

Short-cycle assessments are periodic, formative assessments (daily, weekly, bi-weekly, monthly) that provide regular, on-going feedback on which teachers adjust their instruction according to student results.

Student assistance team means a group consisting of a student's:

- (a) teacher;
- (b) school counselor;
- (c) school administrator; and
- (d) parent.

Summative assessments are formal assessments administered at the end of a unit, course, or year to determine a student's proficiency level of the tested standards.

Tier 1 instruction means core instruction and differentiation provided for all students. This tier is about high-quality teaching using differentiated instruction and data-based targeted interventions to ensure learning for all students. The Tier One approach is proactive, preventative, and provides interventions at the earliest point possible when academic or behavioral difficulties first arise. In New Mexico, the goal is for the vast majority of students to respond successfully to high-yield instructional strategies and differentiated instruction in Tier One.

Tier 2 instruction means supplemental, strategic and individualized support provided for at-risk (struggling or significantly advanced) students for whom Tier One instruction and targeted interventions prove insufficient.

Tier 3 instruction means special education and related services provided for students with identified disabilities under the Federal Individuals with Disabilities Education Act (IDEA) and the state criteria for gifted students.

Valid and reliable assessments mean assessments that:

- (a) are appropriate to targeted populations;
- (b) provide predictive values; and
- (c) are thoroughly tested, peer-reviewed and accepted by authorities and practitioners in the field.

Appendix III. Assurances (Will only be signed by funded districts or charter schools)

2016–2017 Reads to Lead K–3 Comprehensive Reading Plan

District or Charter School Assurances

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

- Use the state-approved short-cycle assessment in reading with all students in all schools within the district in grades K–3.
- Distribute Reads to Lead funding for one or more targeted schools based on student outcomes data as described in the Reads to Lead K–3 Comprehensive Reading Plan application, page 3.
- Implement the action steps within the non-negotiable focus areas included in the 2016–2017 Request for Applications Guidance Document.
- Follow the New Mexico Reading Coach Model and ensure that coaches are providing job-embedded professional development and coaching for teachers and not pulled for non-related duties within the district or school.
- Ensure that Reads to Lead-funded reading coaches complete and submit to PED, a PED-provided monthly log detailing how time is allocated in providing coaching or interventions.
- Agree that PED will conduct periodic site visits to schools receiving Reads to Lead funds, with the number of visits based on needs.
- Provide artifacts for the non-negotiables upon request of PED for purposes of review and support, as listed beginning on page 6 of the 2016–2017 Request for Applications Guidance Document.
- Provide to PED measurable student achievement goals in reading for the 2016–2017 school year after the PED-approved short cycle assessment is announced to allow for the planning of meaningful goals.¹
- Acknowledge that PED will offer additional technical assistance to increase teacher capacity to provide intervention and increase achievement for low-performing students if adequate progress is not being met towards student achievement goals based on short-cycle assessment and qualitative measures in participating schools.
 - This technical assistance will include, but is not limited to, intensive coaching, additional required professional development, and the PED-district joint reallocation of district or school Reads to Lead-funds towards more critical areas of need to support low-performing students.

As District Superintendent or Charter School Administrator, I assure implementation of the 2016–2017 Reads to Lead K–3 Comprehensive Reading Plan District or Charter School Assurances.

Signature: _____

Title: _____ Date: _____

¹ A Request for Proposal (RFP) process is currently in place to select a grades K–3 short cycle assessment in reading that will be the PED-approved short cycle assessment for Reads to Lead. It is anticipated that the selected assessment will be announced May 12, 2016. Information regarding the RFP process may be accessed at <http://ped.state.nm.us/ped/rfps.html>.