LiNK Grant Overview

Literacy Network of Kansas -- 3 years -- $3.225 million

Birth - Age 5 (Early Childhood)	Kdg - Grade 5 (Elementary)	Grade 6 - 8 (Middle School)	Grades 9 - 12 (High School)
• Kim Hawkins • 15% - $161,250/year	• Linda Boxberger • 40% - $430,000/year	• Kim Dahl • 20% - $215,000/year	• Kim Dahl • 20% - $215,000/year

Literacy Leadership Team

Zoom: Professional learning and collaboration technology tool

---

New Teacher Center ■★

Teacher mentoring program focused on the teaching of early literacy and PLC data discussions/analysis

Partnerships ■★

Local Preschools/Daycares
Public Library
Headstart – Jumpstart
Parents As Teachers

Tier 1 Instruction ■★

Core resource adoption focused on developmentally appropriate literacy instruction

Tier 1 ■★

Enrich literacy resources and experiences for students and families (books)

Teacher College Reading and Writing Project (TCRWP) – Tier 1 instruction ■★▲♦

Reflect on and examine of writing instruction to move towards a workshop model

Progress monitoring tool for standards-based instruction and student growth (Mastery Connect) ■★▲♦

Assessment – Tier 1 ■★▲♦

Fountas & Pinnell Benchmark Assessment System

Instruction – Tier 1 ■★▲♦

Literacy Continuum

Interventions – Tier 2 ■♦

(95% Group)
Phonemic Awareness, Phonics, Blending, Multisyllable Words

Professional Growth / Core Instruction – Tier 1 ■★♦

LETRS training
(*Language Essentials for Teachers of Reading and Spelling*)

Literacy Across Disciplines ■★▲
Tier 1 Instruction

All teachers are teachers of literacy.

Intervention – Tier 2 ■★

Research, explore, and implement supports for students who are not making adequate progress.

Partnerships ■★▲

Olathe Public Library

★ SPED
▲ ELL
■ Gen Ed
♦ Title

School Districts: Olathe

Project Lead: Linda Boxberger, Kimberly Dahl, and Kim Hawkins (3 current administrators)

Project Evaluator: Dr. Phyllis Clay

Grant Qualifications:

- At least 49% of the children are economically disadvantaged
- At least 15% of the children have documented disabilities
- At least 10% of the children are English learners
- *Note: Include targeted support in grant for these subgroups but also implement supports that impact all students*

Goals:

1. Establish a Literacy Leadership Team (LLT) – balance of representation that is appropriate for that age group
   a. Birth – Five: 6 members (*EC classroom, SPED, Gen Ed, PAT*)
   b. Elementary: 20 members (*K-5 classroom, ELL, Title, SPED*)
   c. Middle School: 15 members (*Content areas, ELL, SPED*)
   d. High School: 18 members (*Content areas, ELL, SPED*)
2. Increase educators' access to assessment tools and resources with emphasis on classroom and tiered intervention strategies
3. Increase professional learning in the areas of intervention and data-driven decision making
4. Improve reading proficiency for all students with focus on "disadvantaged" students (*SES, ELL, SPED*)

Evidence-based Methods

1. Year One – Title I reading specialists, select SPED and ELL teachers, and appropriate LLT members will receive extensive PL in areas of learning progressions and literacy components/skills.
2. Teachers will receive assessment tools and curriculum/intervention resources for use in classrooms.
3. Year One, Two, Three – LLT members, Title 1 reading specialists, and select SPED and ELL teachers will present new practices/protocols to all teachers and principals.
4. Off-site PL – Teacher College Reading and Writing Project (TCRWP).
5. On-site PL – NTC Early Childhood, TCRWP (Homegrown Institute), Fountas & Pinnell, LETRS, The 95% Group, Mastery Connect and/or progress monitoring tool, Zoom.
6. LLT members will utilize technology to create, interact, observe classroom instruction, and record sessions for future reference and training. Also provide training for staff in their buildings and disciplines during district PL days and other on the job PL experiences.

Evaluation

- Monitor program activities and progress toward project goals and communicate to administrative team in form of quarterly reports
- Adjustments will be made with regard to frequency of assessments and types of interventions as deemed necessary
- Literacy Leadership Team will continuously monitor and evaluate a variety data being gather to drive instructional decisions
- Collection and analysis of results from KAP, MAP, Fountas & Pinnell reading levels, surveys, and progress monitoring tool