

# New Jersey Tiered System of Supports-Early Reading (NJTSS-ER)

# Professional Development Application-Cohort 3

# 2019-20 School Year

## Project Purpose

The New Jersey Department of Education (NJDOE), in partnership with Rutgers University, is offering teams in 10 districts the opportunity to receive intensive coaching on the implementation of the [New Jersey Tiered System of Supports](https://www.nj.gov/education/njtss/brief.htm) (NJTSS) and reading strategies for small group and intensive, integrated reading interventions. The purpose of the NJTSS-ER project is to improve reading achievement through the implementation of NJTSS for *all* students in grades K-3. The NJDOE was awarded a multi-million dollar grant to implement the project by the Office of Special Education Programs, United States Department of Education. The districts selected through this application process will be the third cohort of districts participating in the project.

Schools participating in the NJTSS-ER grant will receive the following:

* Three-year training sequence for district literacy coaches working in two elementary schools (educating students in kindergarten through third grade);
* Coaching for the district leadership team and leadership teams in targeted schools regarding implementation of the NJTSS;
* Coaching for school principals on the role of the school leader in implementing NJTSS;
* Capacity building activities for educators and families to enhance family and community engagement;
* Training for teachers on specific reading strategies for use in tier 1, 2 and 3 literacy instruction; and
* Reimbursement up to $2,000 per school for allowable costs associated with project activities.

All grant activities will be conducted at no direct cost to the district. As part of the grant, districts will have free access to all grant-related materials.

School districts, charter schools and renaissance school projects that are interested in participating in this grant project should complete the application by **February 1, 2019** and submit to Pheobie Thomas, NJTSS-ER Grant Coordinator at [Pheobie.Thomas@doe.nj.gov](mailto:Pheobie.Thomas@doe.nj.gov) .

Please contact Tatianna McBride, NJTSS State-Level Coach at (609) 376-3738 or Dr. Peggy McDonald, Deputy Assistant Commissioner at (609) 376-3716 for questions about the application and/or the grant.

For more information regarding NJTSS, and resources for implementation, please visit the [New Jersey Tiered System of Supports webpage](https://www.nj.gov/education/njtss/).

## NJTSS Cohort 3 Application Part A: Cover Page

(Complete and attach as the first page of application)

**Note: Separate applications must be submitted for each district school applying for project participation.**

### Local Education Agency Information

District Name:

Mailing Address:

### Authorized Representative Information

Name:

Title:

Email:

Telephone:

Signature:

### NJTSS-ER Lead Contact Information

Name:

Title  
Telephone:

Email:

Signature:

### School Principal(s) Contact Information

Name: Name:

Title: Title:

Telephone: Telephone:

Email: Email:

Signature: Signature:

Name of School: Name of School:

School Address: School Address:

### Fiscal Contact Information

Name:

Title:

Telephone:

Email:

Signature:

### Type of Education Provider

Check the option that best describes your organization:

\_\_\_School District \_\_\_Charter School or Renaissance School

**Note**: Please obtain all signatures before submitting the application.

## NJTSS Cohort 3 Application Part B: Assurances

(Complete and attach after Cover page)

Participation in the NJTSS-ER grant project requires a strong commitment on the part of the district to implement NJTSS and coaching for all kindergarten through grade-three literacy teachers. In order to maximize the benefit to students in the district and ensure effective and sustained implementation of NJTSS and strategies for early reading, applicant districts (and applicant charter schools or renaissance school projects) must agree to the following:

Each participating district leadership team must:

* Work with the **NJTSS-ER State Coach and Rutgers Trainers** to implement grant activities;
* Select the 2 elementary schools educating students in kindergarten through grade three to participate in grant activities beginning with the 2019-20 school year;
* Identify a district/school-level coach or coaches, assigned to the two identified schools, who will be available to participate in a three-year training sequence and have specific, scheduled time to coach kindergarten through grade three teachers daily, including general education teachers, English and a second language (ESL) teachers and teachers of students with disabilities;
* Demonstrate a commitment to address family and community engagement and school culture and climate;
* Be open to refining/revising multi-tiered systems of supports (MTSS) and early reading resources, practices, and procedures;
* Attend meetings in your district with the NJTSS-ER State Coaches at least twice a month to complete various activities, including framework evaluation, implementation plan development, initiative data collection, and professional development planning;
* Attend regional full-day trainings three times a year;
* Ensure that district and school leadership possess the qualifications and have committed the time necessary to accomplish project activities to lead to improved student outcomes;
* Ensure that schools commit adequate personnel time and resources for implementation of NJTSS-ER to successfully impact students’ early reading achievement; and
* Demonstrate a willingness to sustain NJTSS-ER implementation beyond the project period.

Each school participating in the NJTSS-ER grant project will implement the NJTSS and the project coaching model with the support of the **NJTSS-ER District/School-Level Coaches** and **NJTSS-ER Leadership Team**. The principal(s) in each selected school will:

* Collaborate with NJTSS-ER project staff and district leadership to implement NJTSS-ER in the school on an ongoing basis;
* Facilitate data entry and engage in review of data that may include but is not limited to: student outcome data, teacher input data, fidelity data, questionnaires, self-assessments, student suspension, and student attendance;
* Submit data and evaluation information required by the NJTSS-ER District Coaches and NJTSS-ER State Coaches (data submissions will not include student-level data);
* Make district/school-level coach(es) available to attend online and in person state-sponsored professional development opportunities;
* Implement a building schedule to support NJTSS; and
* Budget sufficient funds and time to participate in required project activities.

The New Jersey Department of Education (NJDOE) may terminate funds upon thirty (30) days’ notice if it is deemed by the NJDOE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

The NJTSS-ER Leadership Team will not discriminate against anyone regarding race, gender, national origin, color, disability, or age. Funds are used to supplement and not supplant any funds currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent.

**Name of Superintendent/Charter School Lead**:

**Signature and Date**:

## NJTSS Cohort 3 Application Part C: District Coaching and Training

(Complete and attach after Part B: Assurances Form)

**Roles Defined:**

* **NJTSS-ER District/School-Level Coaches** are those in your district who will participate in state-level trainings on NJTSS-ER and lead school personnel in implementing NJTSS-ER through ongoing training, coaching, and problem-solving that includes modeling research-based implementation and providing opportunities for practice and regular feedback.
* **District Leadership Team**iscomposed of multiple school and district stakeholders (e.g., district and school-level administrators, reading coaches/specialists, support personnel, guidance counselors, child study team members) who work together to lead NJTSS-ER implementation in schools. This team must include bilingual/ESL supervisor if applicable.
* **School Leadership Team** is composed of the principal, teachers, including teachers of students with disabilities and English learners, support personnel, and the coaches who lead implementation of NJTSS-ER in their building.

**Please provide a response to the following**:

1. Describe the district’s leadership team membership (names, titles and roles) and the membership of leadership teams in the two elementary schools you are selecting to participate in the project.
2. Indicate the charge of the leadership teams and the frequency of their meetings.
3. Describe the qualifications, FTE, and role of district/school coaches who will participate in grant activities in the designated schools. Designate what proportion of each coach’s FTE is devoted to coaching school personnel.
4. Indicate the amount of time the district will allot for work on the grant (i.e. leadership team, literacy coaches).

## NJTSS Cohort 3 Application Part D: NJTSS-ER Plan

(Complete and attach after Part C: Coaching and Training)

**Please provide a response to the following**:

1. Please indicate the need for NJTSS-ER implementation in your school/district.
2. How do you plan to sustain NJTSS-ER in your school/district over time?
3. Describe the current core literacy program(s) used for instruction in grades K-3 in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension

**Core Program Supplemental Program**

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | Insert Text here | Insert Text here |
| **Grade 1** | Insert Text here | Insert Text here |
| **Grade 2** | Insert Text here | Insert Text here |
| **Grade 3** | Insert Text here | Insert Text here |

1. Describe reading interventions that are currently provided in the designated schools.
2. Describe additional instructional tools/program(s), if any, used to assist core instruction in grades K-3 (e.g., online applications, computer-guided instruction, subscriptions).
3. In the table provided, please indicate the specific literacy screening tools that are used, their purpose, and when they are administered, for each grade level.

**Literacy Screening Tools Purpose Administration Date(s)**

| **Kindergarten** | Insert Text here | Insert Text here | Insert Text here |
| --- | --- | --- | --- |
| **Grade 1** | Insert Text here | Insert Text here | Insert Text here |
| **Grade 2** | Insert Text here | Insert Text here | Insert Text here |
| **Grade 3** | Insert Text here | Insert Text here | Insert Text here |