

COMPREHENSIVE LITERACY STATE DEVELOPMENT PLAN 2026-2031



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Signature and Date

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Contents

INTRODUCTION	4
PURPOSE	5
STATUTORY DEFINITIONS (ESEA)	6
WHO IS ELIGIBLE TO APPLY FOR THE CLSD GRANT?	6
CLSD GRANT PERFORMANCE MEASURES	7
BIE CLSD ANNUAL MEASURES	7
BIE CLSD TARGETS FOR PROJECT SPECIFIC MEASURES	8
BIE LITERACY PLAN FRAMEWORK	8
AUTHORIZED ACTIVITIES	16
CLSD SUBGRANT OPTIONS	17
CLSD GRANT REQUIREMENTS	18
EVALUATION & ACCOUNTABILITY	20
FUNDING & ALLOCATION	23
TIMELINE	23
BIE CLSD INSTRUCTIONAL REQUIREMENTS	24
CONCLUSION	28
CLSD SEA TIMELINE	30
ASSESSMENT CHART FOR CLSD GRANT	33
BIBLIOGRAPHY	34

INTRODUCTION

The Bureau of Indian Education (BIE) Comprehensive Literacy State Development (CLSD) initiative (2026–2031) is founded upon a vision that all Native children, from birth through grade 12, deserve equitable access to high-quality, culturally responsive literacy education. The initiative is driven by a commitment to empower Native communities, preserve linguistic heritage, and foster academic excellence within a framework that honors tribal sovereignty and self-determination. This vision recognizes the unique strengths and identities of Native students, and seeks to nurture their literacy development as a pathway to lifelong learning and personal achievement.

For decades, BIE schools have grappled with persistent challenges in elevating reading proficiency and improving graduation rates. These hurdles—rooted in systemic barriers, insufficient access to evidence-based instruction, and limited support for high-need populations—have prompted a strategic imperative to transform educational practices across the BIE network. This updated State Literacy Plan is a response to those needs, marking a shift from generalized approaches to rigorous, explicit, and systematic Science of Reading (SoR) frameworks and Structured Literacy principles. The plan aims not only to accelerate academic growth, but also to protect and advance cultural and linguistic sovereignty, ensuring Native students' identities remain central to their educational experience.

The strategic direction for 2024–2030 establishes ambitious targets: an 87% high school graduation rate and a 5% annual improvement in English Language Arts (ELA). These goals reflect the belief that literacy is foundational—not just for academic success, but for participation, empowerment, and self-advocacy in tribal communities and beyond. The CLSD initiative stands as a unified call to action, aligning federal statutory requirements with tribal values, and challenging every school to build robust, responsive literacy environments that honor Native voices, histories, and aspirations.

PURPOSE

The purpose of this State Literacy Plan is to serve as a comprehensive guide for BIE subgrantees, providing clear direction and actionable strategies to advance literacy achievement for Native students from birth through grade 12. The plan outlines how subgrantees can accomplish this by:

- Aligning their efforts with the U.S. Department of Education’s Government Performance and Results Act (GPRA) goals, federal Comprehensive Literacy State Development (CLSD) statute, and the Bureau of Indian Education (BIE) Strategic Direction (2024–2030).
- Utilizing the plan’s guidance to develop and refine Local Literacy Plans (LLPs) that are consistent with BIE’s broader objectives and statutory requirements.
- Evaluating and strengthening curriculum frameworks by ensuring instructional materials and practices are evidence-based, cohesive, and responsive to the unique needs of Native students and their communities.
- Integrating schoolwide goals, comprehensive needs assessments, and fiscal accountability into the Plan4Learning portal (BIE One Plan) to support data-driven decision making and ongoing improvement.
- Monitoring and reporting progress toward GPRA goals and CLSD statutory requirements to demonstrate compliance and effectiveness.

Subgrantees can utilize the information in this section to align their site-specific Local Literacy Plans (LLPs) with the broader goals and expectations set forth by the Bureau of Indian Education (BIE), while also demonstrating compliance with federal and strategic benchmarks. This plan equips subgrantees with the tools needed to evaluate and strengthen their current curriculum frameworks, ensuring that instructional materials and practices are consistent, cohesive, and responsive to the unique needs of their students and communities, and that they are meeting all statutory and performance requirements.

By following the guidance in this plan, subgrantees systematically refine their processes to promote academic growth, cultural and linguistic sovereignty, and equitable access to high-quality literacy instruction. The plan details how subgrantees should integrate schoolwide goals, conduct needs assessments, ensure fiscal accountability, and use the Plan4Learning portal to support ongoing improvement and progress reporting. Ultimately, the State Literacy Plan acts as a blueprint for subgrantees to build strong, sustainable literacy systems that support every learner, helping BIE schools achieve ambitious targets for graduation rates and English Language Arts progress, while fulfilling federal and strategic obligations.

Statutory Definitions (ESEA)

Term	Section	Definition
Comprehensive Literacy Instruction	Section 2221(b)(1)	Developmentally appropriate, explicit, systematic, and evidence-based instruction across content areas, aligned to State standards.
Eligible entity	Section 2221(b)(2)	A local educational agency (LEA), in this case, Bureau of Indian Education-funded schools.
Evidence-Based	Section 8101(21)(A)	An activity, strategy, or intervention supported by strong, moderate, or promising evidence.
High-need school	Section 2221(b)(3)(A)	A school that serves a high percentage of students from low-income families has high teacher turnover or has a high proportion of teachers not teaching in their field.
Low-income family	Section 2221(b)(3)(B)	A family whose income is below the poverty line or who otherwise qualifies for Title I eligibility measures.
Professional development	Section 8101(42)	Sustained, intensive, job-embedded training aligned with evidence-based practices.
Well-rounded education	Section 8101(52)	Instruction includes literacy across disciplines and prepares students for success in college, career, and life.

WHO IS ELIGIBLE TO APPLY FOR THE CLSD GRANT?

Only Local Educational Agencies (LEAs) are eligible to apply for the CLSD discretionary grant. Within the Bureau of Indian Education (BIE), LEAs are defined as schools funded by the BIE. A BIE-funded school is any institution offering an academic program from kindergarten through twelfth grade that receives Indian School Equalization Program (ISEP) funds. According to the BIE CLSD Guidance, eligible applicants must operate comprehensive educational programs and be recipients of ISEP funding.

The CLSD program, established under Section 1502 of the Elementary and Secondary Education Act (ESEA), requires the Bureau of Indian Education (BIE) to distribute subgranted funds in accordance with the federal statute's requirements for literacy development. While the BIE CLSD Guidance document provides operational details, it is grounded in the mandates of Section 1502 of ESEA, which outlines the specific allocation percentages for different grade spans and ensures that funds are used to promote evidence-based literacy instruction and equitable access across birth through grade twelve.

- **Birth through Age Five:** A minimum of 15 percent of subgranted funds must be dedicated to children from birth to age five, supporting early literacy development and school readiness.
- **Kindergarten through Grade Five:** At least 40 percent of funds must be allocated to students in kindergarten through grade five, with a focus on building foundational literacy skills.
- **Middle and High School:** A minimum of 40 percent of funds must be allocated to middle and high school students, ensuring a balanced distribution between both grade spans to foster advanced literacy and college or career readiness.

These guidelines are intended to guarantee fair access to high-quality literacy instruction and resources at every grade level. By adhering to the BIE CLSD Guidance, the program promotes comprehensive and evidence-based literacy development from early childhood through high school graduation.

CLSD GRANT PERFORMANCE MEASURES

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) DATA

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities.

The BIE will submit information on the following **GPRA performance measures** for the CLSD discretionary grant:

- (a) The percentage of participating 4-year old children who achieve significant gains in oral language skills;
- (b) The percentage of participating 5th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA;
- (c) The percentage of participating 8th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA;
- (d) The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA.

These measures will include data disaggregated for disadvantage students, including limited-English-proficient students and students with disabilities.

The GPRA performance measures outlined above are mandatory and cannot be altered. Every school awarded a CLSD grant must meet the annual requirements specific to their grant option. This process is vital to determine if each school has fulfilled the criteria established by the U.S. Department of Education.

Each school year, CLSD schools must submit their state English Language Arts (ELA) proficiency data through the Plan4Learning. To ensure accurate tracking of students in the required cohorts—Grade 5, Grade 8, and high school—schools should collaborate closely with their state test coordinators and NASIS system administrators. In addition, schools will submit their data onto a report that will be uploaded into Plan4Learning for review and compliance purposes. Failure to comply with all requirements of the CLSD grant program may affect a school's continued eligibility and funding.

BIE CLSD ANNUAL MEASURES

Annual Improvement Goals for Literacy Outcomes

Measure	Target Group	Annual Goal	Assessment Tool
Increase significant gains in oral language skills	Four-year-old children	+5% each year	Early literacy assessments
Increase students meeting or exceeding proficiency	Fifth-grade students	+5% each year	State reading/language arts assessments
Increase students meeting or exceeding proficiency	Eighth-grade students	+5% each year	State reading/language arts assessments
Increase students meeting or exceeding proficiency	High school students	+5% each year	State reading/language arts assessments

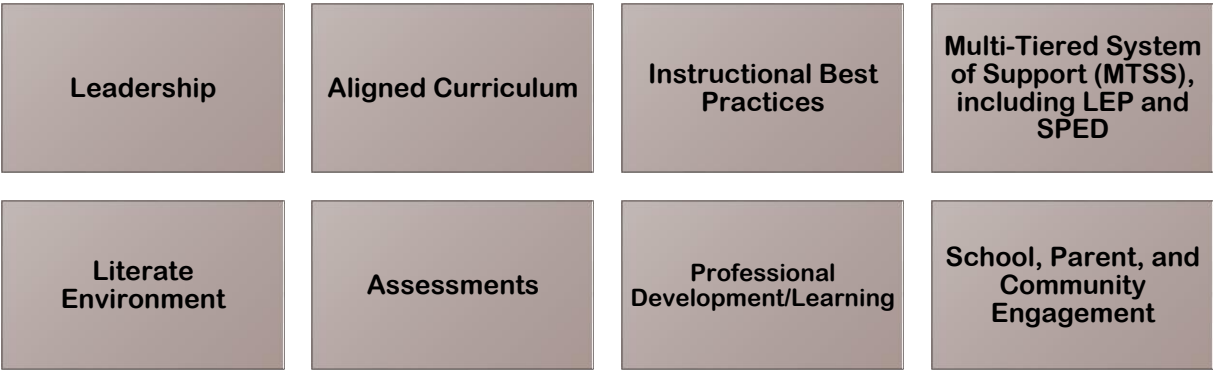
BIE CLSD TARGETS FOR PROJECT SPECIFIC MEASURES

- 1. Provide professional learning for bureau-funded schools in creating a comprehensive literacy program to advance literacy skills for all students—inclusive of pre-literacy skills, reading, and writing based on evidence-based practices.
- 2. Support the bureau-funded schools to create, submit, and sustain the practices within locally written literacy plans to advance literacy for all students.

BIE LITERACY PLAN FRAMEWORK

The BIE Literacy Plan Framework consists of eight interconnected components that collectively ensure high-quality, culturally responsive literacy instruction for children from birth through grade 12. These components function as a unified system: each strengthens the others, and sustainability depends on intentional implementation across all eight areas. This framework guides BIE-funded schools in designing, implementing, and evaluating robust Local Literacy Plans aligned with the CLSD initiative and BIE Strategic Direction.

Effective implementation requires intentional attention to all eight areas:



These components form the foundation for creating and sustaining comprehensive literacy systems across BIE- and tribally operated schools.

Leadership

Strong literacy leadership is characterized by a well-defined vision, clear roles, and collaborative frameworks that drive consistent literacy practice throughout the school. Leaders play a pivotal role in shaping instructional direction, managing resources, and tracking progress, fostering a shared commitment to literacy achievement among all staff members. To effectively implement this approach, literacy goals should be integrated into school improvement plans, and leaders must put in place systems for reviewing data, providing instructional coaching, and facilitating collaboration across departments. Leadership teams are also responsible for ensuring that policies and practices support equal access to literacy instruction for every student, including those who are English learners or receive special education services.

Aligned Curriculum

A well-aligned curriculum ensures a unified progression of reading, writing, speaking, and listening skills for students from early childhood through high school. This approach provides developmentally appropriate instruction at every stage, grounded in the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Vertical and horizontal alignment across classrooms and grade bands guarantees that skills build logically and consistently, supporting both foundational and advanced literacy development. Regular review and refinement of instructional materials help educators select resources that

meet the needs of all learners and maintain coherence throughout the curriculum. By mapping all grade levels—including early childhood—to common standards, schools create a framework that supports every student's literacy growth and keeps expectations consistent.

BIE schools span 23 states, and historically, expectations for standards have varied. For example, the Navajo Nation includes schools in three states, each with its own standards and assessments, while tribes exercise sovereignty over curriculum decisions. Adopting common standards allows Native schools to align their curriculum, deepen understanding, and implement unified expectations for all students. This comprehensive approach supports literacy development from early childhood through grade 12, preparing students for college and career success.

Instructional Best Practices

High-quality literacy instruction is essential for every student's success. Effective teaching is explicit, systematic, and evidence-based, rooted in the Science of Reading and structured literacy principles. Instruction is intentionally designed to incorporate the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while also providing structured opportunities for writing, purposeful speaking, and active listening. Teachers model skills, offer guided and independent practice, and use authentic tasks to build student motivation and engagement.

Culturally responsive strategies and collaboration further strengthen learning by connecting instruction to students' backgrounds and promoting inclusion. Educators regularly use assessment data to adjust teaching, ensuring alignment with curricular goals and addressing individual needs. This approach enables schools to review instructional practices, identify gaps, and enhance teaching methods, supporting equitable access to literacy for all students.

To implement this effectively, instruction should include explicit teaching of foundational skills and meaningful opportunities for students to apply them, ensuring development across reading, writing, speaking, and listening. Additionally, culturally responsive strategies and collaborative practices are important for strengthening student engagement and supporting diverse learners. Instructional schedules must allow time for differentiated support, enabling educators to respond to assessment data and align teaching with curricular standards.

Reading:

The National Reading Panel established five essential components of effective reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components remain foundational and are strongly supported by current Science of Reading and Structured Literacy research. Recent studies further emphasize the importance of integrating oral language development, background knowledge building, writing-to-read connections, digital literacy, and culturally and linguistically responsive practices. Together, these elements ensure that instruction is comprehensive, inclusive, and aligned to the literacy needs of Native learners across diverse BIE communities. The evidence-based strategies in this section reflect both the enduring core recommendations of the National Reading Panel and contemporary research insights that strengthen literacy outcomes for all students.

Component	Description & Best Practices
Phonemic Awareness	Instruction is most effective when students learn to manipulate sounds in spoken words alongside the use of letters and print. Research underscores the importance of integrating phonemic awareness and phonics, as this combined approach accelerates reading acquisition, particularly for early learners and those at risk for reading difficulties. Explicit instruction and multisensory activities—such as tapping, segmenting, and blending sounds—help reinforce these skills.
Phonics	Effective, systematic, explicit phonics instruction follows a sequence that includes: (1) a phonemic warm-up with oral blending, (2) teaching sound/spelling relationships in isolation, (3) practicing blending sounds into words, (4) word work where students build words, (5) applying skills to decodable texts to develop fluency, and (6) spelling/dictation to make connections between reading and writing. Newer studies emphasize the need for ongoing assessment and adaptive instruction, ensuring that students master foundational skills before advancing.
Fluency	Fluency involves more than just reading speed; it includes accuracy, automaticity, and expressive reading (prosody). Current research confirms that fluency is a bridge to comprehension, as readers who read smoothly and with expression better understand text. Instructional strategies include modeling fluent reading, repeated readings, readers' theater, and the use of digital tools to track progress and provide timely interventions. Incorporating oral reading and feedback also supports fluency development.
Comprehension	Comprehension is the ultimate goal of reading. Effective instruction includes modeling research-based strategies—such as questioning, visualizing, connecting, determining importance, inferring, and synthesizing—and providing frequent opportunities for students to practice these strategies through direct, explicit instruction. Recent research recommends integrating texts that reflect students' backgrounds and interests, using collaborative discussions, and teaching metacognitive skills to help students monitor their understanding.
Vocabulary	Vocabulary knowledge is critical for comprehension and academic success. Best practices include introducing new words through meaningful contexts and associations, using visuals, encouraging word play, building word walls, and providing repeated exposure to vocabulary across subjects. New research highlights the benefits of teaching academic vocabulary, incorporating digital resources, and fostering word consciousness, which helps students become curious and engaged with language.

Writing:

Strong writing instruction centers on a process-driven model that includes five key stages: prewriting, drafting, revising, editing, and publishing. According to recent research, effective practices involve direct, explicit teaching, active student participation, and the meaningful integration of writing with reading and other subject areas. Evidence shows that ongoing formative assessment, student autonomy and choice, opportunities for peer collaboration, and cross-disciplinary connections significantly enhance writing outcomes. Employing digital tools for drafting and feedback, along with culturally relevant materials, further increases student motivation and achievement in writing. The following updated strategies reflect current evidence-based recommendations:

Strategy	Description/Implementation	Intended Outcomes
Supportive & Inclusive Environment	To create a supportive and inclusive environment, offer flexible seating, provide accessible resources, design visually stimulating spaces, model respect, share writing experiences, and establish consistent routines and expectations.	Boosts student confidence, fosters community, encourages participation.
Structured Writing Workshops	Daily writing workshops are conducted, with students using notebooks or portfolios to track their progress, while teachers explicitly teach strategies and craft through mini-lessons tailored to assessment results and individual needs.	Develops writing skills, supports growth, addresses individual needs.
Meaningful & Authentic Writing Experiences	Let students choose topics and genres, support both fiction and nonfiction, encourage repeated practice, and connect writing to real audiences.	Enhances engagement, relevance, and purpose in writing.
Integrate Reading & Writing	Present varied texts and authors, demonstrate responses, and use mentor texts for developing writing skills and ideas.	Improves comprehension, inspires writing, deepens understanding.
Writing Across Curriculum	Work together on assignments that span multiple disciplines, communicate rubrics and expectations, and help ensure consistency across different grade levels.	Promotes skill development, coherence, and academic integration.
Constructive Feedback	Conduct teacher-student conferences, enable peer and self-assessment, provide feedback at different stages, and apply diverse response methods.	Supports reflection, improvement, and confidence in writing.
Collaboration Among Writers	Facilitate the formation of pairs or groups, demonstrate effective collaborative strategies, supply clear guidelines and checklists, delegate responsibilities, and promote peer assistance.	Builds teamwork, enhances learning, and supports peer engagement.
Focused Mini-Lessons	Teach craft or conventions, encourage observation and practice, and give prompt, targeted feedback.	Helps students master targeted writing skills and conventions.

Motivation and Engagement:

Student motivation and engagement are essential for learning to occur. Research shows that students are more likely to participate and retain information when they find learning relevant—when they can connect classroom experiences to their own lives and interests. Opportunities for collaboration in learning activities, such as working with peers, deepen understanding and boost motivation through social support and shared responsibility. Learning is most effective when tasks are appropriately challenging, fitting within the learner’s zone of proximal development (ZPD), so that activities are neither too easy nor too difficult. Purpose is equally important; when students understand the reason behind what they are learning and see its value, their effort and persistence increase. By fostering relevancy, collaboration, appropriate challenge, and a clear sense of purpose, educators create a classroom environment where motivation and engagement drive student achievement and support lifelong learning.

Speaking and Listening:

The College and Career Readiness Standards delineate a clear standard for speaking and listening skills. It is critical for students to engage in these activities daily across all subjects. Methods such as Cooperative Learning, Reciprocal Learning, think-pair-share strategies, presentations, peer workshopping groups, and collaborative laboratory teams represent best practices for facilitating these opportunities. Additionally, teacher modeling, along with establishing routines and clear expectations, are fundamental to achieving optimal learning outcomes.

Multi-Tiered System of Support (MTSS), including LEP and SPED

Multi-Tiered System of Support (MTSS) is a data-driven framework designed to meet the diverse needs of all learners through differentiated instruction, targeted interventions, and enrichment opportunities. Current research emphasizes that MTSS is most effective when literacy instruction within each tier is evidence-based, culturally responsive, and aligned with rigorous standards. Schools implement MTSS by systematically collecting and analyzing multiple measures of student progress, such as formative assessments, benchmark data, and classroom observations. This ongoing monitoring allows educators to identify learning gaps early and adjust instruction across tiers, ensuring that every student receives the appropriate intensity, duration, and type of support necessary to accelerate learning and minimize the need for long-term remediation. Literacy-specific best practices include frequent progress monitoring using validated tools, explicit instruction in foundational skills, and integration of oral language, reading, and writing activities to foster comprehensive literacy development.

MTSS guarantees equitable access to rigorous core instruction for all students, including Limited English Proficient (LEP) students and students with disabilities. According to recent studies, high-quality grade-level literacy instruction, supplemented by targeted interventions, leads to stronger outcomes than isolated remedial programs. MTSS aligns support to each learner's unique linguistic and developmental needs, providing timely, specialized interventions that supplement—not replace—grade-level teaching. Best practice calls for tiered supports to be clearly defined, evidence-based, and delivered with fidelity, ensuring that each student receives meaningful opportunities to engage with challenging texts and develop essential literacy skills. Research further recommends the use of culturally relevant materials and collaborative learning activities, such as peer-assisted reading and writing groups, to enhance motivation and engagement, especially for diverse learners.

Through frequent progress monitoring and collaborative problem-solving, educators can rapidly respond to individual needs, refine instructional strategies, and promote student growth. Current literacy research supports the use of ongoing assessment, data-driven decision-making, and team-based approaches to intervention as best practices within MTSS. This systematic approach fosters a culture of inclusion and high expectations, empowering all learners to achieve their full potential while supporting educators in maintaining alignment with curricular standards and instructional goals. By integrating evidence-based literacy practices—such as explicit instruction, scaffolded support, and opportunities for oral language development—MTSS ensures that all students are equipped to succeed as readers and writers in a diverse, literate environment.

Literate Environment

A literate environment is a foundational element for fostering literacy development and affirming cultural identity, as supported by current research. Effective literate environments span classrooms, schoolwide spaces, communities, and homes, providing daily opportunities for reading, writing, and oral language. Research

highlights that purposeful design—incorporating culturally relevant, developmentally appropriate materials—promotes student engagement by enabling learners to interact with texts that reflect their backgrounds and lived experiences. Well-organized physical spaces encourage exploration, collaboration, and communication, creating conditions that nurture inquiry and active participation in meaningful literacy activities. Studies emphasize that when students see their culture and interests represented in literacy materials, motivation and achievement increase.

In Native schools, current research underscores the importance of intentionally including Native authors, tribal language resources, and culturally grounded texts to affirm students' identities and support tribal sovereignty. Literacy development extends beyond the classroom, with evidence suggesting that integration into school events, family activities, and community partnerships enhances student engagement and strengthens connections to heritage. This comprehensive approach, rooted in research, provides rich, supportive experiences that promote literacy across multiple settings and reinforce the value of students' cultural backgrounds.

Schools regularly assess their literacy environments using research-based practices to identify areas for growth and partnerships needed to cultivate diverse and meaningful literacy experiences for all students. Ongoing evaluation, as recommended by literacy scholars, ensures that every learner has access to supportive spaces and resources, thereby strengthening literacy development throughout school and community life. This commitment to evidence-based, culturally responsive literacy environments is vital for achieving equitable educational outcomes and fostering lifelong learning.

Assessments

A balanced assessment system is essential for cultivating effective literacy instruction and program evaluation. This approach includes diagnostic, formative, and summative assessments, each serving a distinct purpose throughout the school year.

- **Diagnostic assessments** are typically administered at the beginning of the year or before new units, helping educators identify student strengths and areas needing support. These measures screen all essential literacy domains and provide a foundation for placing students in appropriate interventions or enrichment programs.
- **Formative assessments** are used regularly to monitor student progress and inform instructional decisions. They allow teachers to adjust their teaching strategies based on real-time data, ensuring that instruction is responsive to student needs.
- **Summative assessments**, administered at key points during the year, evaluate overall learning outcomes and program effectiveness. Together, these three assessment types create a yearlong, balanced plan that supports continuous learning and improvement.

High-quality assessment practices require schools to establish annual assessment calendars aligned across grade levels. Consistent writing assessments, using standardized rubrics, are conducted multiple times per year to measure student growth and maintain reliability. Staff assessment literacy is crucial for accurate interpretation and use of data, which guides decisions about curriculum, instruction, and intervention. Schools rely on reliable and culturally responsive measures to ensure that all students are fairly represented in the data.

By designing and refining assessment calendars and deepening staff understanding of data, school leaders and educators create comprehensive plans that drive meaningful, data-informed decisions. These plans not only

support student achievement but also serve as tools for surveying current practices and generating improvements in literacy assessment systems across the school community.

To ensure effective literacy instruction and program evaluation, schools should develop comprehensive, yearlong assessment plans that integrate diagnostic, formative, and summative assessments. Current research emphasizes the importance of balancing these assessment types and clearly articulating their timelines and purposes throughout the school year. Such plans should systematically screen and monitor progress in all essential literacy domains—including the five dimensions of reading and writing—aligning with evidence-based practices that support equitable and reliable measurement of student learning. Additionally, research underscores the need for ongoing evaluation of assessment processes, ensuring that schools consistently review their methods to optimize both student assessment and program effectiveness.

Writing assessments must also be embedded within the assessment plan. Best practices, as highlighted in literacy research, involve administering writing assessments at the beginning, middle, and end of the year, scored with standardized rubrics to provide reliable data on student growth. These assessments serve multiple purposes: diagnosing instructional needs, monitoring progress, and measuring cumulative growth—ensuring a responsive approach to student development in writing.

Data-driven decision making relies on a variety of assessment measures, offering diverse opportunities for students to demonstrate their learning. Research-based assessment systems define measures to determine:

- Level of student knowledge and mastery of age-appropriate literacy concepts and skills;
- Rate of progress toward annual goals for age-level literacy concepts and skills;
- Response to literate environments and instructional strategies;
- Response to interventions or enrichment instruction;
- Identification of specific skills that are missing or not yet mastered.

By leveraging current research and evidence-based practices, users of this Literacy Plan can clarify the essential tasks and processes for effective assessment and data analysis. This section serves as a guide for schools and regions to plan, schedule, and evaluate their local assessment systems, ensuring that practices are both comprehensive and responsive to student needs. The information provided can be used to survey existing assessment plans or to generate new, research-informed comprehensive assessment strategies that support continuous improvement in literacy outcomes.

Professional Development/Learning

Professional development is most effective when it is continuous, embedded in daily practice, and strategically aligned with the evolving needs of educators and students. Ongoing, collaborative learning opportunities—such as coaching, peer observation, and professional learning communities—help teachers build expertise in literacy instruction and adapt to new evidence-based strategies. Rather than relying on single-session workshops, schools should prioritize sustained learning that deepens teachers' knowledge of literacy content, pedagogy, assessment, and culturally responsive practices, thereby improving student achievement and growth.

Integrating both pedagogy (how to teach) and andragogy (how adults learn) is essential for meeting the diverse needs of educators. High-quality professional development should include training in the science of reading, implementation of Multi-Tiered Systems of Support (MTSS), assessment strategies, and culturally responsive teaching methods. Additionally, educators should receive support for curriculum adaptation and instructional innovation, ensuring all students benefit from relevant, effective literacy practices.

Professional learning communities (PLCs), instructional coaching, and practice-based learning are proven strategies for reinforcing new skills and fostering collaborative growth. Research from the U.S. Department of Education confirms that these structures provide ongoing feedback, peer support, and opportunities for reflection, leading to sustained improvement. Administrators should clearly define pathways for professional advancement, encouraging educators to continually refine their practice and expand their knowledge base.

Building adult literacy and content expertise is vital not only for individual teacher development but also for strengthening school and community capacity. Effective professional development should address core teaching areas—literacy content, curriculum design, assessment, and instructional strategies—and be comprehensive in scope. Plans should incorporate a range of activities, including induction programs for new staff, whole-school initiatives, targeted professional learning for specialized needs, leadership training for administrators, and school-community partnerships that foster broader engagement.

Current research identifies key characteristics of successful professional development: sustained learning over time, alignment with school improvement goals and student needs, integration of evidence-based practices, and responsiveness to cultural and community contexts. Activities should be varied to address different learning styles and career stages, ensuring that all staff members benefit from relevant, engaging experiences. Leadership development and community collaboration further enhance the impact of professional learning, supporting instructional excellence and lifelong literacy growth.

To maximize the effectiveness of professional development, school leaders and educators should apply these principles when planning, scheduling, and evaluating PD initiatives. Emphasizing sustained, job-embedded learning and incorporating diverse activities helps build a strong foundation for literacy improvement and community growth. Regular review and assessment of PD efforts ensures continuous progress and alignment with changing educational requirements, ultimately supporting long-term success for both teachers and students.

School, Parent, and Community Engagement

Strong partnerships among schools, families, and community organizations are crucial for enhancing student literacy and supporting lasting academic growth. When engagement is meaningful—especially if it is culturally relevant and purposefully connected to literacy goals—it can have a significant impact on student outcomes. Adult collaboration, including parent involvement, is closely linked to improved reading skills and overall academic success. However, effective engagement requires more than traditional activities like parent nights or family literacy events; these approaches may not always work well, particularly if participation is low or results are limited. Schools should use a variety of strategies to foster involvement, making sure activities are tailored to the unique needs and preferences of families and communities.

Effective engagement strategies include shared decision making, where families and community members play an active role in planning and evaluating literacy programs. Beyond family literacy events, schools should consider flexible and creative approaches, such as virtual workshops, home-based literacy kits, interactive online platforms, and partnerships with local organizations.

Culturally informed programs help build trust and strengthen relationships, especially in communities where honoring cultural traditions encourages greater attendance and achievement. Outreach efforts should be customized, offering resources and guidance for home literacy development in ways that connect with families’

everyday experiences. If traditional activities aren't working, schools need to regularly evaluate how well their engagement strategies are working and adjust as needed to focus on what truly supports student learning.

- Parent involvement consistently has a positive effect on children's reading acquisition.
- Engagement can take many forms, including parents reading to children, listening to children read, or teaching specific literacy skills. Parent-led instruction of literacy skills is particularly impactful, but schools should help families find approaches that fit their circumstances.
- Having parents teach specific literacy skills remains highly effective, but if this method doesn't suit a family's needs, schools should offer alternatives like community-led tutoring, peer mentoring, or collaborative learning opportunities.

Student learning improves when parents and caregivers can support intellectual development at home, but engagement strategies need to be flexible and inclusive. Students with actively involved families are more likely to earn higher grades, attend school regularly, and graduate, regardless of their background. Programs that encourage parent-child-community collaboration show positive effects at the preschool level, but continued success requires schools to adapt their engagement practices to address challenges such as negative past experiences, cultural differences, or practical obstacles. Building positive relationships between home and school can lead to better attendance and achievement, as long as activities are meaningful and accessible to all families.

Users of this Literacy Plan should continuously review and improve their practices for adult collaboration, moving beyond one-size-fits-all events like parent nights or literacy evenings. Schools should use a wide range of engagement activities—such as community forums, family advisory councils, virtual check-ins, and culturally responsive outreach—to make sure all families have opportunities to participate in ways that best support their children's learning. Regular review and adaptation of strategies will help maximize the benefits for student literacy and long-term academic success.

Authorized Activities

Birth – Age 5

- Implement evidence-based early literacy practices.
- Engage families in literacy activities (Family Literacy Nights, take-home literacy resources).
- Participate in annual oral language/literacy assessments.

Grades K–5

- Implement disciplinary literacy strategies.
- Establish a literacy team including administrators, literacy coaches, and teachers.
- Implement foundational reading assessments and Reading Success Plans.
- Provide job-embedded coaching cycles and professional development.
- Support workplace literacy initiatives in partnership with career/technical programs.
- Proposing strong evidence-based literacy interventions.
- Implementing Science of Reading High-Quality Instructional Materials (HQIM) for teacher educators.
- Implementing evidence-based Professional Development.
- Utilizing assessment to drive decision-making and instruction.
- Utilizing the Multi-Level System of Support (MLSS) Framework.

Grades 6–12

- Implement disciplinary literacy strategies.

- Establish a literacy team including administrators, literacy coaches, and teachers.
- Implement foundational reading assessments and Reading Success Plans.
- Provide job-embedded coaching cycles and professional development.
- Support workplace literacy initiatives in partnership with career/technical programs.
- Proposing strong evidence-based literacy interventions.
- Implementing Science of Reading High-Quality Instructional Materials (HQIM) for teacher educators.
- Implementing evidence-based Professional Development.
- Utilizing assessment to drive decision-making and instruction.
- Utilizing the Multi-Level System of Support (MLSS) Framework

All Programs

- Participate in professional development aligned to state/tribal literacy initiatives.
- Submit required data and evaluation reports biannually.
- Identify a Project Coordinator who will work to manage the CLSD grant.

CLSD SUBGRANT OPTIONS

Early Childhood Programs (Birth – Age 5)

- Option 1: Birth to Age 5 – Early Learning Programs
 - BIE Family and Child Education (FACE) sites may apply for CLSD funds to enhance transition services and literacy of Pre-K to Kindergarten. Schools will use a developmentally appropriate measure to assess children’s readiness for pre- school.

Grades K–5

- Option 2: Grades K–5 – Elementary Literacy Development
 - Schools may apply for CLSD funds to enhance transition services and literacy of grades Kindergarten-5th. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for grades Kindergarten to 5th and include advancing literacy for all students.

Grades 6–12

- Option 3: Grades 6–12 – Secondary Literacy and Career Readiness
 - Schools may apply for CLSD funds to enhance transition services of grades Middle and High Schools (6-12) and promote literacy among these grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for 6-12 grades and include advancing literacy for all students.

Grades K–12 Non-traditional grade bands (only five schools in BIE)

- Option 4: (Non-traditional grade bands not covered in options 2-3): [Only applicable to five schools within BIE]
 - Schools may apply for CLSD funds to enhance transition services of non-traditional grade spans not covered in options 2-3 and promote literacy amongst the non-traditional grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for non-traditional grade bands not covered in options 2-3, and include advancing literacy for all students.
 - This option is only applicable to five schools within the BIE:

- Circle of Nations School (Serves grades 4-8)
- Duckwater Shoshone Elementary School (Serves grades 1-7)
- Jones Academy (Serves grades 1-6)
- Pierre Indian Learning Center (Serves grades 1-8)
- Riverside Indian School (Serves grades 4 -12)

CLSD Grant Requirements

Alignment to the BIE One Plan

Sub-grantees serving kindergarten through 12th grade must ensure that their grant-funded strategies and activities align with the BIE One Plan. These proposed strategies and activities should be documented in the Needs Assessment section under School Programs & Processes within the Plan4Learning portal. In addition, the strategies/activities must connect to a SMART Goal, and all related strategies/activities should be entered as Strategies/Activities in the SMART Goal section of the plan.

Tip: Ensure your One Plan is updated to reflect the goals, strategies, and action steps supported by this grant.

Integrating Comprehensive Literacy Programming

Effective integration of the comprehensive literacy program within the regular school day requires that there be a dedicated effort and strong intention to achieve ongoing communication and articulation of expectations between teachers, instructional coaches, and administrators. Collaborative efforts may include but are not limited to combining meeting or training opportunities, identifying preferred methods of instructional delivery, monthly meetings with school leadership and literacy department teams, and active participation of school staff in planning, implementing, and evaluating grant-funded activities.

Measures of Effectiveness

To meet the grant expectations for Option 1-4, the following measures of effectiveness are required: *the local literacy plan, periodic evaluation of results, and continuous improvement efforts*. All necessary documents should be uploaded into the Comprehensive State Literacy Development folder within the Plan4Learning portal, categorized by their respective school.

- **Local Literacy Plan** – Upon award, the program is expected to develop and submit a local literacy plan that
 - (1) is informed by a comprehensive need assessment and that is aligned with the BIE’s (state) comprehensive literacy plan.
 - (2) provides for professional development;
 - (3) includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available; and
 - (4) includes a plan to track children’s outcomes consistent with all applicable privacy requirements.
- Upon award, the subgrantee shall undergo a **PERIODIC EVALUATION** to assess the subgrantee’s progress towards achieving the goal of providing high-quality literacy programming for academic success. The results of evaluations shall be used
 - to refine, improve, and strengthen the program or activity, and
 - to refine the performance measures;

- made available to the public upon request, with public notice of such availability provided; and
- used by the BIE to determine the continuation of the subgrant.
- All grantees will submit an Evaluation Report at the end of each yearly cohort grant cycle.

- **Continuous Program Improvement** - The results of monitoring and evaluations and other administrative data to inform the program's continuous improvement and decision making will be made available upon request of the BIE.

Additionally, educators, families, and other key stakeholders must receive the results of the evaluations conducted on the effectiveness of the program in a timely fashion, consistent with all applicable federal, state, and other privacy requirements.

Program Effectiveness

20 U.S.C § 6643(b) requires that an eligible entity applying for a subgrant must include a description of "how the subgrant funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry."

This means that subgrantees are required to determine whether the funded activities themselves are effective. For example, assessing the design, implementation and outcomes of the literacy activity or intervention. Initiatives funded through the CLSD discretionary grant must be supported by moderate or strong evidence of effectiveness, and documentation of effectiveness must be included within the application.

- **Moderate Evidence of Effectiveness:** To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The study must meet What Works Clearinghouse Evidence Standards, with reservations or is of equivalent quality for making causal inferences.
- **Strong Evidence of Effectiveness:** To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g. randomized control trial) on the intervention. The study must meet What Works Clearinghouse Evidence Standards, without reservations, or be of equivalent quality for making causal inferences.

Resources for identifying programs that meet moderate or strong evidence of effectiveness include, but are not limited to:

- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/FWW>
- [Best Evidence Encyclopedia | Program Reviews](#)
- [Home - Evidence for ESSA](#)

Project Coordinator

The subgrantee is expected to have a Project Coordinator who will manage the CLSD grant. This individual will serve as the primary point of contact for the BIE for information dissemination and coordination of required activities such as reporting, monitoring, and evaluation. The Project Coordinator should be someone other than the school administrator. The coordinator should know of and oversee all aspects of the grant to include:

- Budget management, review, and accountability
- Compliance with Uniform Grant Guidance

- Managing continuous quality improvement activities (program quality assessments and action planning, school year and summer)
- Submitting all required reports
- Attend any required annual meeting/training and an initial orientation
- Participate in BIE-sponsored professional development as part of continuous improvement program quality work

Initiating and managing a discretionary grant program is labor-intensive. Organizations with currently existing programs should plan and budget administrative tasks carefully based on the signed assurances and the requirements outlined in this project guide.

Cross-Coordinating with other Title Programs

To ensure that the program takes place in a safe and easily accessible facility, cite all student safety policies, procedures, and requirements that ensure a safe and secure learning environment. Student safety policies, procedures, and requirements must also include description of how students participating in the program carried out by the outreach to implement literacy-based service-learning projects will travel safely to and from school.

Reporting Requirements

Reporting requirements include:

- Participant Attendance during Professional Development
- Student Achievement Data
- Submit Detailed Budget Expenditure Reports to ensure funds are used effectively
- BIE One Plan (Comprehensive Needs Assessment, Schoolwide Program Plan, SMART Goals, signed Assurances, and Schoolwide Budget)
- End of Year Evaluation Report
- Tracking implementation of direct student services in alignment with the program being funded.
- Completing formative and summative reviews to monitor program performance through measurable outcomes in the BIE One Plan.
- Maintaining records of:
 - Parent notifications
 - Provider contracts
 - Services delivered
- Submit all required reports to the Bureau of Indian Education (BIE) to demonstrate compliance and impact.

Evaluation & Accountability

Program Accountability-Risk-Based Monitoring

Sub-grantees are required to submit information and reports requested by the BIE. Sub-grantees are responsible for creating and maintaining all necessary documentation related to programmatic and fiscal grant management.

The BIE reserves the right to review and revise reporting and monitoring elements during the duration of the CLSD grant to create a more effective system. Evaluation requirements may change to ensure quality data collection as well as program quality and compliance. The results of annual evaluations and monitoring reports will be made available to the general public in compliance with FERPA.

Satisfactory Progress

The BIE will determine whether satisfactory progress has been achieved based on the following criteria:

- Demonstrated progress, both qualitative and quantitative, toward project outcomes
- Evidence of alignment of CLSD program activities to the core academic program and student needs
- Evidence of student success and improvement over time using multiple measures: BIE Uniform Assessment, ACT, NAVVY, etc.

Continuation Funding Requirements/Grant Modifications

Each school year, sub-grantees will be required to submit an Annual Continuation Document to the BIE-DPA CLSD Point of Contact (POC) in order to set up the budget for the next year and make any programming modifications related to continuous quality improvement. Such modifications must be submitted to the BIE DPA CLSD POC for review and approval prior to implementing the change. The continuation of funds will be reviewed for consistency with the original grant and will require BIE DPA review.

Timely use of funds and Carryover Guidelines

All project funds must be spent according to the approved project proposal to be considered for the following year's funding. A school that receives a CLSD grant may use the funds for allowable costs only during the grant award period. Carryover of program funds is highly discouraged. The budget should reflect expenditure during the period of availability.

Fiscal Monitoring

Fiscal review and monitoring (periodic submittal of itemized financial records and documents for review) will be implemented by the BIE as part of the overall risk analysis and monitoring system.

Allowable Uses of Funds

All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities. All costs must be **reasonable and necessary** to carry out the program's goals and objectives; allocable; properly documented; consistent with the grant program; and legal under Federal law. Funds must be used to support evidence-based literacy initiatives that improve instruction and student outcomes. Examples include:

Salaries:

- Partial salary for CLSD project director/literacy leader
- Partial salary for literacy interventionist or reading specialist/coach
- Salaries for personnel for before/after or summer programs
- Stipends for extended time for tutoring
- Substitute pay and/or stipends for professional development
- Stipends for after school and/or summer professional development during non-contract time

Employee Benefits:

- Partial employee fringe benefits for CLSD project director/literacy leaders
- Employee fringe benefits for CLSD staff including tutors, extended learning staff, non-contract professional development training and substitute teachers
- Tuition reimbursement for key personnel to receive reading endorsement/certification, with exceptions

Purchased Professional and Technical Services:

- Consultant/vendor services for professional development or other related activities consistent with the local literacy plan to effectively implement CLSD project activities

Purchased Property Services:

- Repairs and maintenance of equipment purchased with CLSD funds

Other Purchased Services:

- Site license for data management, iPad applications, eBooks, eReaders, etc. purchased with CLSD funds
- In-state travel, mileage, registration fees to attend literacy training, conferences, and workshops
- Out-of-state travel to attend literacy meetings or conferences

Supplies:

- Materials and supplies needed to support the Common Core standards aligned curriculum and consistent reading program within a school, including library materials
- Assessments required for CLSD implementation
- Library books
- Supplemental reading intervention program materials aligned to the Common Core standards and meet moderate or strong evidence of effectiveness
- Family literacy, parent outreach, and training materials to support literacy improvement
- Office supplies for CLSD staff
- Professional development materials for teachers, administrators, and CLSD staff, including books for book studies and other literacy-related publications
- Access to, and participation in, electronic networks for materials, training, and communication (e.g. platforms, such as Blackboard)

CLSD Unallowable Expenses (Not an exhaustive list):

- Administrative Cost
- Furniture for office use
- Salaries and benefits of classroom teachers and clerical/secretarial staff
- Pre-award costs
- Entertainment, refreshments, snacks, alcohol
- Field trips or retreats
- Promotional or marketing items
- Decorative items
- Land or building acquisition
- Construction costs or renovations/remodeling costs
- Gifts or incentives
- Fundraising costs
- Dues to organizations, federations, or societies for personal benefit
- Technology, including laptops, tablets, and printers.
- Student services such as AP testing fees, concurrent enrollment fees and books, or other direct student services
- Convocation/graduation costs

Funding & Allocation

Applicants are allowed to request funds based on the Subgrant Options. The following is the maximum award amount based on Subgrant Options:

Subgrant Options	Maximum Request
Option #1 (Birth – 5 yrs old)	Up to \$29,100.00
Option #2 (Grades K – 5)	Up to \$48,500.00
Option #3 (Grades 6 – 12)	Up to \$48,500.00
Option #4 (Non-Traditional grade band)	Up to \$48,500.00

To maximize the statewide impact, the BIE reserves the right to reduce or eliminate award amounts for the following reasons, but not limited to

- A school may be awarded a minimum of \$29,100.00 for Option 1 and \$48,500.00 for Options 2-4
- Contingent upon continued funding from U.S. Department of Education
- Year-to-year funding will be based on meeting program goals and objectives through measurable outcomes concerning student achievement, participation, and family engagement

The BIE reserves the right to impose Specific Conditions, as applicable, in accordance with 2 CFR 200.208 and to terminate the award, as applicable, under the provisions of 2 CFR 200.339. Also, the BIE reserves the right to determine the total award amount a school will receive.

Grant award period

July 1, 2026 through June 30, 2027 with yearly grant continuation award notices.

	Start Date	End Date
Initial Award (Year 1)	July 1, 2026	June 30, 2027
Year 2	July 1, 2027	June 30, 2028
Year 3	July 1, 2028	June 30, 2029
Year 4	July 1, 2029	June 30, 2030
Year 5	July 1, 2030	June 30, 2031

Timeline

Grant application released:	February 9, 2026
Application technical assistance webinars (select one) to attend	February 9, 2026 at 10am CST February 10, 2026 at 3pm CST February 17, 2026 at 3pm CST February 18, 2026 at 10am CST
Application due date:	March 31, 2026 Electronic submission due by 11:59 PM MDT Extension – April 17, 2026 Electronic submission due by 11:59 PM MDT
Awards announced:	No later than June 1, 2026
Year 1 Awards begin:	July 1, 2026
Awards Recipient Training:	August 2026

BIE CLSD INSTRUCTIONAL REQUIREMENTS

Children’s mastery of literacy skills is shaped by three distinct age groups, each representing a critical stage of development. Progress in each stage relies on the skills and concepts learned in the previous cluster. If any aspect of literacy is neglected, omitted, or poorly taught at one stage, it significantly limits a child’s potential for further growth in the next stage. When gaps occur, children often require remediation, which is more time-consuming than receiving proper instruction the first time. Those who lack access to developmentally appropriate literacy instruction and support face not only delayed advancement but also the need for intervention to catch up with peers who have benefited from adequate literacy education.

The Literacy Plan will be developed by the subgrantee to specifically address the age group for which they received funding. In addition, a transition plan will also be expected to ensure that students are adequately prepared to move to the next developmental stage, supporting their ongoing literacy growth and readiness for subsequent learning environments.

1. Birth to age 5
2. Kindergarten to Grade 5
3. Grade 6 to Grade 12
4. Grade levels not covered in 1-3, above.

To ensure meaningful progress at every developmental stage, it is vital to implement targeted, evidence-based literacy practices for each age group. The following sections provide a clear, actionable summary of the most effective strategies for supporting literacy growth in all students, tailored to their unique needs and readiness levels.

Birth – Age 5

To ensure meaningful progress during early childhood, it is essential to implement targeted, evidence-based literacy practices that foster foundational skills. Focus on oral language development through songs, rhyming, and interactive language activities. Provide consistent access to books and print materials, and encourage emergent writing opportunities. Establish clear, age-appropriate goals and actively involve families to reinforce literacy learning at home. These strategies collectively support school readiness and lay the groundwork for lifelong literacy success.

GPRA Link: (a) Percentage of 4-year-olds showing significant oral language gains.

Strategic Goal - Ensure all early learners develop foundational oral language, early literacy, and emergent writing skills that prepare them for kindergarten entry.

Explicit Instructional Requirements

1. Oral Language Development (Primary GPRA Driver)

To help every child thrive, subgrantees are encouraged to include the following activities in their daily routines:

- Interactive read-alouds
- Songs, chants, rhyming routines
- Rich conversations & storytelling
- Structured turn-taking and expressive language routines

2. Early Literacy Access

- Daily exposure to high-quality picture books
- Print-rich environments with labeled materials

- Daily emergent writing opportunities (scribbles, drawings, name writing)

3. Family Engagement (Required for Birth–5 Programs)

- Monthly home-based literacy activities
- Family literacy nights / workshops
- Transition-to-kindergarten support events

Strategic Deliverables for Local Literacy Plan

Schools must include:

- Evidence-based early childhood curriculum
- Developmental assessment plan
- Oral language progress monitoring schedule
- Transition plan (FACE → K)
- Family engagement plan

Annual Pacing Guide (Birth–5)

Quarter	Strategic Actions	GPRA Link
Q1	Baseline oral language assessment; launch family literacy plan	Establish growth trajectory
Q2	Mid-year progress monitoring; intensify oral language groups	Measure mid-year gains
Q3	Emergent writing focus; family literacy event	Continued growth
Q4	End-of-year assessment; transition activities	GPRA reporting

Grades K-5

For elementary students, meaningful progress is supported by a clear, sequential, research-based literacy curriculum. This curriculum should incorporate the five essential components of reading—phonemic awareness, phonics, fluency, comprehension, and vocabulary—along with writing instruction. Provide frequent opportunities for students to speak, listen, and collaborate, as well as exposure to complex texts that require critical thinking and rigorous analysis. These evidence-based practices prepare students to succeed academically and develop a strong foundation for future learning.

GPRA Link: (b) Percentage of 5th-graders who meet/exceed ELA proficiency.

Strategic Goal - Provide explicit, systematic instruction in foundational reading and writing skills so all K–5 students are proficient by Grade 5.

Explicit Instructional Requirements

1. Curriculum and Materials should align to the Science of Reading.

2. Five Essential Components of Reading (Daily Instruction)

- Phonemic awareness (K–2)
- Systematic, explicit phonics
- Fluency building
- Vocabulary development
- Comprehension strategy instruction

3. Writing Integration

- Daily writing block aligned to SoR

- Writing across content areas

4. Complex Text Access

- Daily grade-level text exposure
- Scaffolded reading (NOT leveled-only instruction)

5. Speaking & Listening

- Daily structured discourse routines
- Academic language practice

Evidence-Based Practices (Required)

Subgrantees must choose materials with **strong or moderate evidence**, such as:

- **LETRS:** Language Essentials for Teachers of Reading and Spelling. LETRS is a professional development program designed to provide educators with deep knowledge about the science of reading, focusing on the foundational skills necessary for effective literacy instruction. It covers phonics, phonological awareness, vocabulary, comprehension, and spelling, helping teachers implement evidence-based practices in their classrooms.
- **OLLA:** Online Language and Literacy Academy. OLLA offers digital resources and training to support teachers in developing students' language and literacy skills, often with a focus on English learners. The program typically includes interactive modules, lesson plans, and assessments aligned to research-based literacy practices.
- **CORE Teaching Reading Sourcebook:** Consortium on Reaching Excellence in Education Teaching Reading Sourcebook. This sourcebook is a comprehensive guide for educators, providing practical strategies and evidence-based methods for teaching reading. It covers essential topics such as phonics, fluency, vocabulary, and comprehension, and is widely used as a reference for literacy instruction aligned to the Science of Reading.
- **GLEAN Education:** GLEAN Education is a professional learning organization that offers training, resources, and support for educators focused on literacy instruction. Their programs are designed to help teachers implement effective, research-based reading strategies and improve student outcomes, often through workshops, online courses, and consulting services.

Strategic Deliverables for Local Literacy Plan

Schools must include:

- 90–120 minute literacy block schedule
- Scope & sequence for foundational skills
- MTSS reading intervention plan
- Assessment calendar aligned to GPRA
- High-Quality Instruction Materials (HQIM) selection and fidelity plan
 - High-Quality Instructional Materials (HQIM) refers to evidence-based, standards-aligned curriculum and resources used to support strong literacy instruction. These materials must be:
 - Aligned with the Science of Reading
 - Aligned with the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)
 - Culturally responsive and appropriate for Native students
 - Demonstrated to have moderate or strong evidence of effectiveness
 - Implemented with fidelity

Annual Pacing Guide (K–5)

Quarter	Strategic Actions	GPRA Link
Q1	Universal screening (e.g., NWEA, Acadience); phonics baseline; MTSS tiering	Establish proficiency trajectory
Q2	Mid-year ELA progress monitoring; fluency cycles	Monitor alignment to proficiency
Q3	Vocabulary expansion; comprehension focus; intensify interventions	Improve proficiency likelihood
Q4	Summative ELA assessment; adjust next-year LLP	GPRA reporting for 5th grade

Grades 6-12

At the middle and high school levels, progress relies on targeted literacy strategies that emphasize vocabulary, comprehension, and writing across all content areas. Encourage students to speak, listen, and collaborate throughout the curriculum and school day, enhancing their literacy skills. Provide exposure to complex texts in every subject, requiring students to engage in critical thinking, analysis, and writing. These practices prepare students for college and career readiness by developing advanced literacy abilities.

GPRA Link: (c) 8th-grade ELA proficiency
(d) High school ELA proficiency

Strategic Goal - Build advanced literacy skills across all content areas to prepare students for postsecondary success.

Explicit Instructional Requirements

1. Disciplinary Literacy (Daily Across Subjects)

Required routines:

- Close reading
- Content-specific vocabulary instruction
- Text annotation
- Evidence-based writing tasks

2. Complex Text Exposure

Across ELA, science, social studies, CTE, arts, etc.

3. Writing to Learn

Weekly writing expectations in every content area.

4. Intensive Intervention for Below-Grade Level Readers

Secondary MTSS must include:

- Diagnostic assessments
- Targeted reading intervention blocks
- Evidence-based secondary interventions

Strategic Deliverables for Local Literacy Plan

- Schoolwide literacy plan with cross-content actions
- Disciplinary literacy Professional Development plan
 - Secondary MTSS schedule
 - Text complexity plan by grade level
 - Transition-to-college/career literacy strategy
-

Annual Pacing Guide (6–12)

Quarter	Strategic Actions	GPRA Link
Q1	Diagnostic reading assessment; set content-area literacy goals	Baseline for GPRA
Q2	Vocabulary + complex-text cycles; writing calibration	Improves 8th/HS proficiency
Q3	Cross-curricular writing responsibilities; academic discourse	Deepens literacy mastery
Q4	Summative assessment prep; college/career literacy support	GPRA reporting

Grade spans not covered above: For non-traditional grade spans, meaningful progress is achieved through a strong focus on literacy, including vocabulary, comprehension, and writing. Ensure students have opportunities to speak, listen, and collaborate throughout the curriculum and school day. Provide exposure to complex texts in all content areas that require critical thinking and rigorous analysis, preparing students for the next grade level and fostering continuous literacy development.

Students with Disabilities (SPED)

As recipients of Federal funds, subgrantees must comply with federal and state civil rights law, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act. This means that applicants must have in place a policy of inclusion and equity with planned strategies to remove or limit any barriers to students with special needs participating in the CLSD funded programs.

Limited English Proficiency (LEP): To support meaningful progress for LEP students, implement targeted strategies such as oral language development, use of visual aids, and ongoing opportunities for discussion and writing. In Native schools, language and culture classes should incorporate these evidence-based practices, even if instructors are not certified teachers. These approaches help maintain tribal sovereignty and uniqueness while advancing literacy for students who may be less than proficient in both English and their Native languages.

CONCLUSION

The diverse Native cultures and communities served by BIE and tribally operated schools highlight the need for literacy strategies that are tailored, inclusive, and evidence-based at every stage of student development. Recommendations focus on culturally responsive and effective practices to promote meaningful literacy progress for all students—from early childhood through high school, including those with disabilities and varied language backgrounds.

The document emphasizes cross-curricular writing, academic discourse, summative assessment preparation, and literacy support for college and career readiness. It prioritizes equitable access, removes barriers for students with disabilities, and supports Limited English Proficiency (LEP) students through strategies like oral language development and visual aids. Guidance also includes fostering collaboration, critical thinking, and exposure to complex texts across all grade spans, while respecting tribal sovereignty and cultural uniqueness.

Implementing these targeted literacy practices will advance equitable opportunities, strengthen literacy outcomes, and prepare learners for lifelong success. This approach supports ongoing student progress and celebrates the diversity and sovereignty of Native communities within the BIE system.

CLSD SEA TIMELINE

All CLSD grantees are required to participate in the SY 2026-2027 technical assistance webinars. The topics for each of the webinars will vary and if any additional webinars are warranted, the announcement for those webinar sessions will be communicated to CLSD grantees via e-mail. In addition, the CLSD Reporting schedule for SY 2026-2027 is outlined for grantees. CLSD Coordinators must work with the school administrators, NASIS administrators, and test administrators to ensure CLSD reporting features are set up in the school's databases.

SY 2025-2026 and SY 2026-2027	
Date(s)	Activity
January 2026	CLSD grant competition announcement to all BIE funded schools.
February 9, 2026	CLSD grant application released.
February 9, 10, 17, & 18, 2026	CLSD application technical assistance webinars.
April 17, 2026	CLSD application submissions due date.
June 15, 2026	Award recipients announced no later than June 1 st .
July 1, 2026	Distribution of funds for subgrantees based on Option selected in program applications.
September 2026	CLSD Awards Recipient Training
September 2026 Submission Date	CLSD GPRA Data Performance Measures due for previous CLSD Subgrantees.
September 2026 Webinar	CLSD Welcome Webinar
October-November 2027 Webinar	CLSD Webinar Topic: "Evidence Base Practices"
January 2027 Webinar	CLSD Webinar Topic: "CLSD Middle of the Year Budget Expenditure Report"
January 2027 Submission Date	CLSD Middle of the Year Budget Expenditure Report Due from Subgrantees in Plan4Learning
February- March 2027 Webinar	CLSD Topic: "Program and Budget Modifications"
April 2027 Webinar	CLSD Topic: "End of the Year Evaluation Report"
May 2027 Submission Date	CLSD End of the Year Budget Expenditure Report Due from Subgrantees in Plan4Learning
May 2027 Submission Date	CLSD End of the Year Evaluation Report Due from Subgrantees
June 2027 Submission Date	CLSD Update Local Literacy Plan
SY 2027-2028	
Date(s)	Activity
July 1, 2027 Distribution of Funds	Fund distribution for subgrantees based on option selected in program application.
September 2027 Submission Date	GPRA Data Performance Measures Due for CLSD Subgrantees
September 2027 Webinar	CLSD Welcome Webinar
October 2027 Webinar	CLSD Topic: To Be Determined
November 2027 Webinar	CLSD Topic: To Be Determined
January 2028 Webinar	CLSD Topic: To Be Determined

January 2028 Submission Date	CLSD Middle of the Year Budget Expenditure Report Due from Subgrantees
February- March 2028 Webinar	CLSD Topic: To Be Determined
April 2028 Webinar	CLSD Topic: "End of the Year Evaluation Report"
May 2028 Submission Date	CLSD End of the Year Budget Expenditure Report Due from Subgrantees
May 2028 Submission Date	CLSD End of the Year Evaluation Report
June 2028 Submission Date	CLSD Update Local Literacy Plan
SY 2028-2029	
Date(s)	Activity
July 1, 2028 Distribution of Funds	Fund distribution for subgrantees based on option selected in program application.
September 2028 Submission Date	GPRA Data Performance Measures Due for CLSD Subgrantees
September 2028 Webinar	CLSD Welcome Webinar
October 2028 Webinar	CLSD Topic: To Be Determined
November 2028 Webinar	CLSD Topic: To Be Determined
January 2029 Webinar	CLSD Topic: To Be Determined
January 2029 Submission Date	CLSD Middle of the Year Budget Expenditure Report Due from Subgrantees
February- March 2029 Webinar	CLSD Topic: To Be Determined
April 2029 Webinar	CLSD Topic: "End of the Year Evaluation Report"
May 2029 Submission Date	CLSD End of the Year Budget Expenditure Report Due from Subgrantees
May 2029 Submission Date	CLSD End of the Year Evaluation Report
June 2029 Submission Date	CLSD Update Local Literacy Plan
SY 2029-2030	
Date(s)	Activity
July 1, 2029 Distribution of Funds	Fund distribution for subgrantees based on option selected in program application.
September 2029 Submission Date	GPRA Data Performance Measures Due for CLSD Subgrantees
September 2029 Webinar	CLSD Welcome Webinar
October 2029 Webinar	CLSD Topic: To Be Determined
November 2029 Webinar	CLSD Topic: To Be Determined
January 2030 Webinar	CLSD Topic: To Be Determined
January 2030 Submission Date	CLSD Middle of the Year Budget Expenditure Report Due from Subgrantees
February- March 2030 Webinar	CLSD Topic: To Be Determined
April 2030 Webinar	CLSD Topic: "End of the Year Evaluation Report"
May 2030 Submission Date	CLSD End of the Year Budget Expenditure Report Due from Subgrantees
May 2030 Submission Date	CLSD End of the Year Evaluation Report
June 2030 Submission Date	CLSD Update Local Literacy Plan
SY 2030-2031	
Date(s)	Activity

July 1, 2030 Distribution of Funds	Fund distribution for subgrantees based on option selected in program application.
September 2030 Submission Date	GPRA Data Performance Measures Due for CLSD Subgrantees
September 2030 Webinar	CLSD Welcome Webinar
October 2030 Webinar	CLSD Topic: To Be Determined
November 2030 Webinar	CLSD Topic: To Be Determined
January 2031 Webinar	CLSD Topic: To Be Determined
January 2031 Submission Date	CLSD Middle of the Year Budget Expenditure Report Due from Subgrantees
February- March 2031 Webinar	CLSD Topic: To Be Determined
April 2031 Webinar	CLSD Topic: "End of the Year Evaluation Report"
May 2031 Submission Date	CLSD End of the Year Budget Expenditure Report Due from Subgrantees
May 2031 Submission Date	CLSD End of the Year Evaluation Report

ASSESSMENT CHART FOR CLSD GRANT

The list is included to provide schools with a robust, flexible, and evidence-based toolkit for measuring literacy outcomes across all grade levels. It supports the CLSD Grant's goals of data-driven instruction, continuous progress monitoring, and equitable access, while honoring the diverse needs of BIE schools and communities.

Expressive One-Word Picture Vocabulary Test (EOWVPT)
Ages and Stages Questionnaires (ASQ3)
The Work Sampling System
PALS Assessment
Acadience Reading (formerly DIBELS Next)
Achieve 3000
Galileo
Lexia
STAR Reading
Northwest Evaluation Association (NWEA)
iReady
IXL Dashboard
PARCC
Smarter Balanced
BIE Summative Assessment
Fountas & Pinnell Benchmark Assessment System
Reading Recovery Assessments
Woodcock-Johnson IV Tests of Achievement
Comprehensive Test of Phonological Processing (CTOPP-2)
MAP Reading Fluency
mCLASS Reading Assessments
Early Literacy Skills Assessment (ELSA)
Texas Primary Reading Inventory (TPRI)
Gray Oral Reading Test (GORT-5)
Peabody Picture Vocabulary Test (PPVT-5)

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