

ND CLIMBS Application Scoring Tool

SECTION I – PREDETERMINED SCORES		
5	School Building Priority Score	
	<p>Eligible entities are listed on the linked document. Scores for this section should be determined as follows:</p> <ul style="list-style-type: none"> • 5 points – ND FIRST identified school • 3 points – CSI identified school • 1 point – TSI identified school • 0 points – None of the above 	
10	School Building English Language Arts (ELA) Proficiency Score	
	<p>The points awarded for this score are determined based on the average grade level data available for the school building, using the 2024-25 North Dakota State Assessment ELA proficiency scores (i.e., the K-5 elementary building will use grades 3-5 scores). Applicants may consult ND INSIGHTS to view local NDSA proficiency scores.</p>	
	Points Assigned	ELA Proficiency Rate
	10	0 - 25% proficient in ELA
	9	26 - 30% proficient in ELA
	8	31 - 35% proficient in ELA
	7	36 - 40% proficient in ELA
	6	41 - 45% proficient in ELA. <i>Current State Average</i>
	5	46 - 50 % proficient in ELA
	4	51 - 55% proficient in ELA
	3	56 - 60% proficient in ELA
	2	61 - 65% proficient in ELA
	1	66 % and above proficient in ELA
5	BARR (Building Assets, Reducing Risks) Experience	
	<p>The points awarded for this section are determined by the building's current or prior engagement with the BARR program.</p>	
	Points	Experience
	5	This building has not engaged in the BARR program.
	4	This building is engaged in year one of implementation with the BARR program. (2024-2025 engagement).
	3	This building is engaged in year two of implementation with the BARR program. (2023-2024 and 2024-2025 engagement).
	2	This building is engaged in year three of implementation with the BARR program. (2022-2023, 2023-2024, and 2024-2025 engagement).
	1	This building has completed three years of implementation with the BARR program.

SECTION II – REVIEWER DETERMINED SCORES

Scoring Key

Determination	Definition	% of Score	15-Point	10-Point	5-Point
Exemplary	Exceptional response. Exceeds expectations. Demonstrates thorough understanding. Presents relevant data/evidence.	90-100 %	13-15	9-10	5
Proficient	Strong response. Meets expectations. Provides adequate detail and supporting evidence.	70-89%	10-12	7-8	4
Basic	Adequate response. Meets some expectations. Limited detail. Limited data/evidence.	50-69%	7-9	5-6	3
Developing	Limited response. Below expectations. Lacks detail and clarity.	30-49%	4-6	3-4	2
Incomplete	Inadequate response. Does not meet criteria. Little to no detail.	0-29%	0-3	0-2	0-1

Local Needs Assessment Narrative (Document Upload – maximum of 20 pages)

For the next six questions, to what level does the applicant present their fitness as a building candidate for literacy improvement work by discussing:

- The school’s current reality.
- The school’s current needs and the goals.
- How ND CLIMBS funds and activities can help address the school’s needs and goals.

5	Student Academic Profile <ul style="list-style-type: none"> • ELA proficiency in this building. • Gaps and needs of at-risk student groups. • Issues specific to grade levels or group trends, skills, or content standards of note.
15	Professional Development for the Building Principal and All Educators <ul style="list-style-type: none"> • Evidence-based literacy professional development that the staff and principal have completed. • Gaps and needs related to full staff training and implementing practices aligned with the Science of Reading at all levels. • Commitment to principal and educator participation in grant-required networked improvement processes.
10	Guaranteed and Viable ELA Curriculum Demonstrating Programs, Practices, and Resources Aligned with the Science of Reading and Learning <u>Elementary Application Considerations:</u> <ul style="list-style-type: none"> • Current curriculum & resources being used in this building. • Level of alignment with the Science of Reading/awareness of practices contrary to the Science of Reading. • Gaps and needs. • Staff’s knowledge of curriculum alignment to the Science of Reading. • Plan and funding source for achieving full curriculum alignment to the Science of Reading by the start of the 2027-28 school year, including eliminating contrary practice materials and approaches. <u>Secondary Application Considerations:</u> <ul style="list-style-type: none"> • Current ELA curriculum and resources • Programs and practices across content are aligned with the Science of Reading. • Gaps and needs.

15	Assessment and Intervention Plan <ul style="list-style-type: none"> • Current assessment processes and responses related to student proficiency in ELA. • Intervention and monitoring approaches for students demonstrating below-grade-level ELA skills. • Gaps and needs.
10	Family Engagement <ul style="list-style-type: none"> • Staff and principal knowledge of evidence-based practices to engage families for student success. • Approaches and processes in place to address family engagement to support the academic literacy success of students. • Gaps and needs.
15	Grade-Level Transition Plans <ul style="list-style-type: none"> • Approaches and processes in place to address student support when transitioning into or out of grade levels served at this building (e.g., preschool to kindergarten, elementary to middle school building). • Discuss the approach for identifying and engaging stakeholders outside of this building in transitional processes. • Gaps and needs.
10	Leadership Commitment and Authority Letter of Application
	<p><i>To what level does the principal present their fitness as a building leader candidate for literacy improvement work by describing:</i></p> <ul style="list-style-type: none"> • Interest in the grant and desire to improve student literacy outcomes in this building. • Interest in implementing the BARR program, reflecting on the staff and student needs related to collective efficacy and data-driven improvement approaches. • Authority and autonomy to make decisions related to scheduling, professional development selection, required grant participation, and budget expenditures. • Commitment to engage in the leader (principal) network improvement approach provided by the grant.