



005-RFP-1695-2025

Leadership Grant Support Providers for the Iowa
Comprehensive Literacy State Development Grant

Response
July 10, 2025

Submitted by
Liz Mangus
Senior Relationship Manager
liz@keystoliteracy.com



Exhibit 1 - Transmittal Letter

July 10, 2025

Katelyn Howells, State Issuing Officer
Iowa Department of Administrative Services
Central Procurement

RE: RFP Number 005-RFP-1695-2025 - Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Dear Ms. Howells,

Keys to Literacy submits our proposal in response to RFP Number 005-RFP-1695-2025 for Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant. As an authorized representative of Keys to Literacy, I am empowered to legally bind our organization to the terms and commitments outlined in this proposal.

Contact Information: Keys to Literacy
319 Newburyport Turnpike, Suite 205
Rowley, MA 01969
Phone: 978-948-8511
Email: rfp@keystoliteracy.com
Website: www.keystoliteracy.com

We have reviewed the RFP requirements and confirm our ability to provide the requested leadership coaching services to Iowa's educational leaders. Our detailed response to all technical requirements, qualifications, and cost information is provided in the enclosed proposal documents.

Thank you for the opportunity to submit this proposal. We look forward to your consideration.

Sincerely,


Liz Mangus

Senior Relationship Manager
Keys to Literacy



Exhibit 2 - Executive Summary

Keys to Literacy has thoroughly reviewed RFP 005-RFP-1695-2025 in its entirety, including all terms, conditions, and contract provisions outlined in Section 7. We understand and accept these requirements and confirm our ability to comply with all stated specifications.

Who We Are and What We Do

Keys to Literacy's instructional leadership services team (formerly known as Schools Cubed) provides coaching and systems implementation support to support principals, superintendents, and district leaders in building effective literacy instruction systems. We offer a comprehensive approach that addresses instructional leadership at all levels, from district infrastructure down to individual school implementation, creating sustainable, system-wide improvement in literacy outcomes.

For District Leaders, we provide:

- Comprehensive literacy audits that assess current instructional systems and practices
- Strategic planning facilitation with actionable implementation roadmaps
- Instructional leadership coaching with experienced mentors—former principals and superintendents who understand the challenges of implementing instructional change
- Systems and structures development, including MTSS framework implementation and High-Quality Instructional Materials (HQIM) adoption guidance

For Building Principals, we deliver:

- Instructional leadership development rooted in the science of reading and evidence-based literacy practices
- Hands-on coaching support to help principals translate instructional vision into effective daily practice
- Curriculum coordination and evaluation support across the literacy continuum from early childhood through adolescent literacy

This comprehensive approach ensures that instructional leadership efforts are supported at every level—from district curriculum departments down to building-level implementation—creating coherent, system-wide literacy improvement rather than isolated school-by-school efforts.



Comprehensive Instructional Leadership Development Model

We offer flexible instructional leadership coaching delivery to meet the diverse needs of Iowa's educational communities:

Instructional Leadership Coaching: Experienced instructional leadership coaches provide ongoing support for leaders implementing literacy systems, helping superintendents and principals translate research into effective instructional practice through modeling, collaborative planning, and real-time feedback.

Systems and Structures Implementation: Former administrators work with leadership teams to implement sustainable instructional systems through literacy audits, MTSS framework development, and organizational change support that creates lasting instructional improvement.

MTSS Focus: All services focus on implementing Multi-Tiered Systems of Support, ensuring district and building leaders can effectively guide high-quality universal instruction while providing targeted interventions for students who need additional support.

Alignment with Iowa's Instructional Leadership Needs

Comprehensive Instructional Range Coverage: Our specialized expertise spans Iowa's diverse contexts—from small rural districts where superintendents serve as instructional leaders across multiple buildings to large systems requiring coordinated instructional leadership across many schools.

Diverse Educational Context Experience: We successfully serve districts ranging from under 300 students to over 78,000 students across urban, suburban, and rural settings, positioning us to support Iowa's diverse educational landscape with appropriate instructional leadership development.

Evidence-Based Instructional Practice Focus: Our programs align with Iowa's emphasis on scientifically-based literacy instruction, ensuring sustainable implementation that drives measurable student outcomes through effective instructional leadership.

Key Differentiators

- **18 years of specialized instructional leadership expertise** with deep understanding of both research and practical implementation challenges in literacy instruction
- **Leadership team of former educators** who understand the real-world challenges of implementing instructional change in schools and districts



- **Comprehensive instructional solution portfolio** addressing curriculum coordination, instructional audits, teacher development, and systems improvement in one coordinated approach
- **Proven state-level experience** managing large-scale instructional initiatives while maintaining high-quality, personalized instructional leadership support
- **Commitment to sustainability** through building internal instructional leadership capacity rather than creating ongoing dependency

We envision creating sustainable, high-achieving literacy systems across Iowa through comprehensive instructional leadership development that combines district-level systems building, building-level implementation coaching, and systematic support for evidence-based literacy instruction. Our goal is to ensure every Iowa educational leader has the instructional expertise and support systems necessary to drive meaningful literacy improvement in their schools and districts.

Rather than providing one-size-fits-all instructional solutions, we work collaboratively with each district and building leader to assess current instructional strengths, identify specific improvement priorities, and implement evidence-based literacy practices that align with local contexts while maintaining fidelity to research-proven instructional approaches.



Exhibit 3 - Experience

Keys to Literacy brings comprehensive expertise to Iowa's leadership development initiative through our unique combination of literacy professional development experience and instructional leadership systems expertise. Our combined technical experience represents expert-level competency across all critical areas, including instructional leadership development, Multi-Tiered Systems of Support (MTSS) frameworks, literacy systems implementation, and large-scale organizational change management.

Number of Years in Business

18 years (founded in 2007)

Number of Years of Experience with Leadership Coaching Services

13 years of dedicated instructional leadership coaching services

Level of Technical Experience

Expert-level competency in instructional leadership development, MTSS frameworks, literacy systems implementation, and large-scale organizational change management

List of Recent Similar Leadership Coaching Services

State Departments of Education:

- Utah State Board of Education: Leadership coaching for lowest-performing schools
- Mississippi Department of Education: Literacy Leadership Network development
- North Dakota Department of Public Instruction: Strategic planning and literacy audits

School Districts:

- Davis School District, Utah: District-wide leadership coaching (96 schools, 78,000 students)
- Chippewa Valley Schools, Michigan: Systems-level leadership coaching
- Multiple districts across 40+ states: Leadership development and MTSS implementation

Individual Schools:

- Browning Elementary, Montana: Principal and leadership team coaching
- Various elementary and secondary schools: Instructional leadership development



References

Reference 1: Davis School District, Utah

- Contact: Julie Barlow, Humanities Director
- Email: jbarlow@dsdmail.net
- Phone: (801) 402-5261

Reference 2: Chippewa Valley Schools, Michigan

- Contact: Marina Licari, Executive Director of Elementary Education
- Email: mlicari@cvs.k12.mi.us
- Phone: 586-723-2020

Reference 3: Browning Elementary, Montana

- Contact: Sheila Hall, Principal
- Email: sheilah@bps.k12.mt.us
- Phone: 406-338-3490

Please see **Exhibit 11, Appendix F** for recommendations from the districts listed above.



Exhibit 4 - Relevant Experience

Professional Background in Literacy Development and Leadership Coaching

Keys to Literacy brings 18 years of experience in literacy development and instructional leadership coaching. Our organizational background combines deep expertise in the science of reading with proven experience coaching school and district leaders through literacy-focused transformation initiatives.

Our team strategically includes former principals, superintendents, district and state department of education leaders who have direct experience implementing literacy improvements in their own schools and districts. This authentic leadership background enables us to provide credible, practical coaching to current educational leaders facing similar challenges.

Experience Coaching School and District Leaders with Documented Success

Our leadership coaching philosophy centers on meeting leaders where they are while systematically building their capacity to drive sustainable literacy transformation. We understand that effective change requires both individual leadership development and organizational systems alignment, which is why our coaching approach integrates personal leadership growth with practical implementation support.

Types of Leadership Coaching Delivered

We deliver leadership coaching through multiple modalities, adapting our approach to meet the unique needs and constraints of each educational context while maintaining fidelity to evidence-based practices:

One-on-one coaching: Individual coaching for superintendents and principals implementing literacy transformation

Leadership team coaching: Group facilitation for district curriculum teams and building leadership teams

Virtual coaching: Remote coaching sessions and strategic planning support across geographic distances

In-person coaching: On-site leadership development and hands-on implementation support

State-Level Leadership Development with Measurable Impact

Our state-level partnerships demonstrate our ability to work at scale while maintaining the personalized, relationship-based coaching that drives real change. These collaborations have positioned us to



understand both the macro-level policy environment and the micro-level implementation challenges that leaders face when transforming literacy instruction.

Utah State Board of Education (2019-2020): Provided technical assistance and leadership coaching to eighteen of the lowest-performing schools in the state, working directly with state personnel on strategic planning to improve literacy outcomes. Delivered professional development to schools and state-level personnel on the systems and structures necessary to increase student outcomes. Additionally, we collaborated with the State Board of Education to provide leadership development demonstrating how to analyze district data to create district goals for state compliance.

Mississippi Department of Education (2023): Provided professional development to the Mississippi Literacy Leadership Network, including principals, regional coordinators, and assistant directors on "The Practices of Effective Principals" and strategic planning for ongoing support of the Mississippi Literacy Initiative.

North Dakota Department of Public Instruction (2021-2022): Performed literacy audits for the lowest-performing schools in the state and worked with state personnel on strategic planning to increase literacy outcomes in these schools.

District-Level Leadership Coaching with Transformational Results

Our district-level coaching engagements represent the heart of our leadership development work. These are intensive, sustained partnerships where we coach administrators through a comprehensive process to become a true instructional leaders. These multi-year relationships allow us to demonstrate how systematic leadership coaching creates lasting change that impacts thousands of students.

Davis School District, Utah (2022-Present): Comprehensive leadership coaching for district leaders and building principals implementing MTSS frameworks and selecting HQIM across 96 schools serving 78,000 students. Our coaching supported leaders through the transition from balanced literacy to evidence-based structured literacy approaches, resulting in:

- Kindergarten proficiency increases from 67% to 81%
- The highest proficiency rates ever achieved for special education students
- Systematic implementation of MTSS frameworks district-wide

Chippewa Valley Schools, Michigan (2022-Present): Leadership coaching for building principals and district administrators focused on literacy implementation. Our coaching helped leaders establish sustainable systemic improvements including master schedules, data tracking systems, HQIM selection, and intervention implementation protocols, resulting in significant ELA proficiency gains across multiple schools. For example, in one school, 4th grade improved from 51% proficient in ELA in 2022-2023 to 67% proficient in 2023-2024. See **Exhibit 11, Appendix E** for results from this partnership.



Browning Elementary, Montana (2023-Present): Intensive leadership coaching within a unique cultural context (90% Native American student population), supporting the principal and leadership team in implementing Science of Reading principles while honoring cultural assets. Our coaching resulted in:

- 67% of 2nd grade students successfully exiting Tier 3 interventions
- 64% of 3rd grade students successfully exiting Tier 3 interventions

Strategic Planning and Systematic Implementation Success

Rather than providing generic leadership advice, our coaching is grounded in systematic organizational development that addresses the complex realities of implementing evidence-based literacy practices. We recognize that sustainable change requires both individual leadership growth and comprehensive systems alignment.

Comprehensive Strategic Planning Process: Our leadership coaching consistently includes strategic planning facilitation, helping leaders develop clear implementation roadmaps for literacy improvement. We use our proprietary audit tools (Literacy Evaluation Tool for elementary, Effective Schools Evaluation Tool for secondary) to establish baseline conditions, then coach leaders through developing and implementing strategic plans with measurable goals and timelines.

Evidence-Based Change Management: Our change management approach recognizes that literacy transformation requires systematic organizational change at multiple levels. We coach leaders through evidence-based change management strategies that address both technical and adaptive challenges inherent in shifting to Science of Reading approaches, including:

- Stakeholder engagement and communication strategies
- Building internal capacity for sustained improvement
- Creating systems that support ongoing teacher development
- Establishing accountability measures and progress monitoring protocols

Professional Learning Community and Systems Development

Our approach to leadership coaching extends beyond individual administrator development to focus on building organizational capacity for sustained improvement. We understand that lasting literacy transformation occurs when leaders create systems and structures that support continuous learning and adaptation.

Collaborative Culture Development: Our leadership coaching emphasizes building collaborative cultures where leaders can effectively guide professional learning communities. We coach administrators in facilitating data-driven PLCs, establishing collaborative protocols, and creating systems that support ongoing teacher development within the context of literacy improvement initiatives.



MTSS Implementation Leadership: Our MTSS expertise is grounded in comprehensive system implementation that integrates literacy instruction with systematic student support structures. We coach leaders in developing and sustaining Multi-Tiered Systems of Support that ensure high-quality universal instruction while providing targeted interventions for students needing additional support, with documented success including:

- **Comprehensive MTSS Framework Development:** Systematic approach including universal screening protocols, progress monitoring systems, intervention placement procedures, and data-based decision making frameworks
- **Leadership Coaching for MTSS Sustainability:** Coaching administrators in understanding and implementing MTSS frameworks, ensuring leaders can effectively coordinate systems, evaluate implementation fidelity, and use data to drive continuous improvement
- **Measurable Student Outcome Improvements:** Davis School District implementation resulted in reduction of students requiring special education services through improved Tier I instruction and systematic intervention support

This comprehensive approach to leadership coaching ensures that literacy transformation efforts are supported by systematic organizational change, evidence-based implementation strategies, and sustainable leadership practices that extend far beyond individual coaching relationships. Please refer to **Exhibit 11, Appendix E** for further information about our experience and demonstrated effectiveness.



Exhibit 5 - Mandatory Specifications

Keys to Literacy confidently affirms our ability to meet all mandatory specifications outlined in this RFP, bringing 18 years of proven experience and systematic approaches that ensure successful implementation and sustainable outcomes for Iowa's educational leaders.

5.1.1 Ability to deliver coaching, professional learning, and large-scale training: YES

Our comprehensive service delivery model demonstrates extensive experience in large-scale professional development and coaching implementation across diverse educational settings. We have successfully delivered statewide initiatives including exclusive Science of Reading training for over 1,700 teachers across Alaska's challenging geographic terrain, comprehensive 80-hour literacy endorsement training for 16,000 Indiana educators, and customized professional learning programs for multiple state departments of education.

Our leadership coaching experience includes comprehensive MTSS framework development serving 78,000 students across 96 schools in Davis School District, Utah, and systems-level literacy coaching in districts ranging from small rural communities to large suburban systems. Additionally, our Instructional Leadership services have provided technical assistance and leadership coaching to state departments of education in Utah, Mississippi, and North Dakota, working with state personnel on strategic planning and capacity building for literacy improvement initiatives.

Our multi-modal delivery approach includes flexible options for on-site professional development delivered by expert trainers, virtual live training sessions, facilitated online courses, asynchronous learning modules, and our signature Certified Facilitator model that builds internal capacity. This comprehensive approach ensures accessible, high-quality professional learning regardless of geographic constraints, district size, or resource limitations—critical factors for Iowa's diverse educational landscape.

5.1.2 Strong knowledge and application of the Science of Reading and MTSS frameworks: YES

Keys to Literacy's foundation rests on rigorous alignment with Science of Reading research and evidence-based practices, demonstrated through our IDA-accredited Keys to Beginning Reading program and comprehensive suite of literacy professional development offerings. Our systematic approach integrates all components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—within structured literacy frameworks that ensure fidelity to scientific research.



Our MTSS expertise encompasses complete system implementation including universal screening, progress monitoring, data-driven decision making, and tiered intervention structures. We have successfully implemented MTSS frameworks across diverse educational settings, creating comprehensive support systems that address Tier I universal instruction quality, Tier II targeted interventions, and Tier III intensive supports. Our approach ensures seamless integration of literacy instruction within Multi-Tiered Systems of Support, addressing the needs of all learners including English Language Learners and students with disabilities through differentiated instructional approaches and evidence-based intervention strategies.

Our leadership coaching specifically focuses on building administrators' capacity to implement and sustain MTSS frameworks, ensuring leaders understand how to coordinate systems, evaluate implementation fidelity, and use data to drive continuous improvement.

5.1.3 Commitment to serving diverse district types, including urban, rural, and suburban communities: YES

Our experience spans the full spectrum of educational contexts, from large metropolitan districts to remote rural communities, demonstrating our proven ability to adapt services to unique local needs while maintaining program fidelity and research-based practices. We understand the distinct challenges and assets of different community types: rural districts often face resource constraints and geographic isolation but benefit from strong community connections; suburban districts typically have diverse populations requiring differentiated approaches; and urban districts may have complex demographic needs but may offer collaborative opportunities across multiple schools.

Our consultant team includes specialists with deep experience across varying geographic and demographic settings, ensuring contextually appropriate service delivery. We have successfully served districts ranging from under 300 students to over 78,000 students, adapting our coaching intensity, delivery methods, and implementation timelines to match local capacity and needs. Our state-level work in Utah, Mississippi, and North Dakota demonstrates our ability to work effectively across diverse geographic and demographic contexts.

This experience positions us perfectly to support Iowa's diverse educational landscape, from small agricultural communities to larger metropolitan areas, ensuring equitable access to high-quality leadership coaching support regardless of district size or geographic location.



Exhibit 6 - Knowledge Areas

Keys to Literacy demonstrates comprehensive knowledge and proven success across all critical areas of educational leadership development, with particular expertise in literacy-focused instructional leadership that drives measurable student outcomes. Our approach integrates research-proven leadership frameworks with practical implementation strategies, ensuring that administrative decisions are grounded in both educational research and operational effectiveness.

Developing Leadership Capabilities Through Evidence-Based Practice

Our leadership development work is anchored in the Wallace Foundation's research on effective instructional leadership, focusing on five core dimensions: establishing goals and expectations, resourcing strategically, planning and coordinating curriculum and instruction, promoting teacher learning and development, and ensuring supportive environments¹. Rather than treating these as abstract concepts, we coach leaders to become deeply engaged in curriculum and instruction, serving as the center of instructional expertise in their organizations.

This hands-on approach has produced documented results across diverse contexts. At Davis School District in Utah, our comprehensive leadership coaching across 96 schools resulted in kindergarten proficiency increases from 67% to 81% and the highest proficiency rates ever achieved for special education students. In Mississippi, our work with the Literacy Leadership Network focused on "The Practices of Effective Principals," building research-based leadership behaviors that drive student achievement. Our partnership with Utah's State Board of Education demonstrated leadership development at scale, providing coaching to eighteen of the state's lowest-performing schools while working with state personnel on strategic planning and building the systems necessary to increase student outcomes.

Strategic Leadership for Literacy Transformation

Our strategic planning process begins with comprehensive organizational audits using our proprietary tools—the Literacy Evaluation Tool (LET) for elementary settings and the Effective Schools Evaluation Tool (ESET) for secondary schools—to establish baseline conditions and identify specific improvement priorities.

¹ *The Wallace Foundation. (2013). The school principal as leader: Guiding schools to better teaching and learning (Expanded ed.). The Wallace Foundation.*



Our leadership coaching includes guiding leaders through **HQIM adoption processes** that engage stakeholders while maintaining focus on Science of Reading alignment. In Davis School District, we coached leaders through a comprehensive materials evaluation involving over 300 teachers, resulting in the selection and successful implementation of Core Knowledge Language Arts (CKLA) materials. Similarly, our leadership support in Chippewa Valley Schools guided their HQIM selection process, also leading to CKLA adoption. In both cases, our coaching transitioned seamlessly from selection support to implementation leadership, ensuring sustainable adoption through systematic organizational change management.

This systematic approach enabled transformational results in Davis School District, where our coaching supported leaders through the transition from balanced literacy to evidence-based structured literacy approaches across 78,000 students, and in Chippewa Valley Schools, where our leadership support contributed to significant ELA proficiency gains, including one school's 4th grade improvement from 51% proficient to 67% proficient in one academic year. The North Dakota Department of Public Instruction engagement demonstrates our ability to perform literacy audits for the state's lowest-performing schools while working with state personnel on strategic planning to increase literacy outcomes. Our collaboration with Utah's State Board of Education includes demonstrating how districts can analyze data to create compliant district goals, providing strategic planning support for literacy improvement initiatives across the state.

Through this work, we coach leaders in developing actionable strategic plans with clear goals, timelines, and accountability measures, ensuring that literacy transformation efforts are systematic, evidence-based, and sustainable.

Leading Organizational Change in Complex Educational Environments

Literacy transformation requires sophisticated change management that addresses both technical implementation and adaptive leadership challenges. Our coaching recognizes that successful change occurs at multiple organizational levels simultaneously, requiring leaders who can navigate stakeholder engagement, build internal capacity, establish accountability systems, and create communication strategies that sustain improvement beyond initial implementation.

This comprehensive change management approach is exemplified in our work with Chippewa Valley Schools in Michigan, where we supported building leaders through systematic changes including master schedule redesign, data tracking system implementation, and intervention protocol establishment, resulting in significant ELA proficiency gains across multiple schools. At Browning Elementary in Montana, our coaching guided the leadership team through literacy implementation within a unique



cultural context (90% Native American student population), requiring sensitive change management that honored cultural assets while implementing evidence-based practices. This work resulted in 67% of 2nd grade students and 64% of 3rd grade students successfully exiting Tier 3 interventions.

Our change management coaching emphasizes building collaborative cultures where leaders can effectively guide professional learning communities, facilitate data-driven decision-making, and create systems that support ongoing teacher development within comprehensive literacy improvement initiatives.

MTSS Implementation and Systems Leadership Excellence

Multi-Tiered Systems of Support represent the intersection of instructional leadership, organizational management, and student support systems—requiring leaders who can coordinate complex, interconnected processes while maintaining focus on student outcomes. Our MTSS expertise encompasses comprehensive system implementation that integrates literacy instruction with systematic student support structures, ensuring high-quality universal instruction while providing targeted interventions for students needing additional support.

Our leadership coaching for MTSS implementation includes developing universal screening protocols, progress monitoring systems, intervention placement procedures, and data-based decision making frameworks. We coach administrators in understanding and implementing MTSS frameworks, ensuring leaders can effectively coordinate systems, evaluate implementation fidelity, and use data to drive continuous improvement.

The Davis School District implementation demonstrates the power of systematic MTSS leadership coaching, where our comprehensive framework development across 96 schools not only resulted in measurable student outcome improvements but also contributed to a reduction in students requiring special education services through improved Tier I instruction and systematic intervention support. This work showcases our ability to coach leaders through the most complex organizational challenges while achieving outcomes that benefit all students, including those with the highest needs.

Our MTSS coaching specifically focuses on building leaders' capacity to create and sustain systems that support all learners while maintaining high-quality universal instruction aligned with Science of Reading principles, ensuring that intervention support enhances rather than replaces excellent core instruction.



For detailed examples of our audit tools and systematic approach, see **Exhibit 11, Appendices B and C**. Sample implementation reports demonstrating our strategic planning process can be found in Exhibit 11, **Appendix D**.

Exhibit 7 - Coaching Philosophy and Approach

Leadership Coaching Philosophy

Our leadership coaching philosophy is grounded in the belief that effective instructional leadership is the cornerstone of sustainable educational improvement. We approach coaching through a lens of instructional leadership development, recognizing that principals and superintendents must serve as the center of instructional expertise in their organizations to drive meaningful literacy transformation.

Our philosophy centers on building leaders' capacity to implement the five dimensions of effective instructional leadership identified by the Wallace Foundation: establishing clear goals and expectations, resourcing strategically, planning and coordinating curriculum and instruction, promoting teacher learning and development, and ensuring supportive environments. We believe that sustainable change occurs when leaders are "hip deep" in curriculum and instruction, actively engaged in the day-to-day work of improving teaching and learning. Examples of our systematic coaching outcomes and case studies can be found in Exhibit 11, **Appendix E**.

Systematic Coaching Approach

Context-Driven Leadership Development: Our consultants tailor their support to each leader's unique organizational environment, honoring existing strengths while addressing specific challenges. We first work to understand a school's or district's current situation both educationally and culturally, building relationships with leaders based on trust and collaborative partnership.

Three-Phase Implementation Model: Our leadership coaching follows a systematic three-phase approach that builds capacity progressively while ensuring sustainable implementation:

1. **Foundation Building Phase:** We begin with comprehensive organizational audits using our proprietary evaluation tools (LET for elementary, ESET for secondary) to establish baseline conditions across six critical domains: universal instruction, assessment systems, intervention structures, data-based decision making, collaboration protocols, and professional development



effectiveness. This phase includes establishing collaborative relationships, assessing current leadership practices, and introducing evidence-based frameworks.

2. **Active Implementation Phase:** Intensive coaching support including leadership modeling, collaborative problem-solving, and systematic feedback cycles focused on instructional leadership practices. Leaders receive hands-on support through full-day on-site visits that focus on instructional leadership development, systems implementation, and progress monitoring, complemented by virtual check-in meetings that provide ongoing support between intensive sessions.
3. **Capacity Building Phase:** Transitioning to internal leadership capacity while maintaining accountability and continuous improvement systems. This phase ensures leaders can sustain and scale improvements independently through systematic leadership succession planning and internal coaching skill development.

Methods and Techniques for Sustained Leadership Growth

Strategic Planning and Goal Achievement Framework: We coach leaders through collaborative strategic plan development that includes clear benchmarks, systematic timelines, and specific coaching strategies aligned with both immediate implementation needs and long-term sustainability goals. Our Goal Achievement Framework establishes measurable benchmarks including implementation fidelity measures, educator growth indicators, and student outcome targets.

Systematic Progress Monitoring: Our coaching includes regular progress monitoring through structured observations, leadership feedback protocols, implementation fidelity measures, and systematic data analysis. This continuous monitoring enables real-time adjustments to coaching support while ensuring progress toward established goals.

Leadership Skills Development Focus: Our coaching develops specific leadership competencies including:

- Data analysis and interpretation for instructional decision making
- Walkthrough and observation protocols for monitoring implementation fidelity
- Feedback and coaching conversation techniques for supporting teacher growth
- Organizational change management strategies for sustaining improvement

Promoting Adaptability and Resilience

Adult Learning and Change Management: Our coaching approach incorporates adult learning principles including respect for leadership expertise, relevance to immediate organizational needs, and systematic skill building. We understand that sustainable organizational change requires addressing both



instructional systems and leadership mindset, utilizing change management strategies that support leaders through implementation challenges while building internal motivation for continued improvement.

Building Internal Capacity: Rather than creating dependency, our coaching focuses on developing leaders' internal capacity to continue improvement efforts independently. We coach leaders in developing their own coaching skills, enabling them to support and develop other leaders and teachers within their organizations through systematic feedback protocols and collaborative leadership development.

Continuous Improvement and Accountability: We promote a culture of continuous improvement by coaching leaders in systematic reflection, problem-solving, and adjustment strategies. Our comprehensive documentation and reporting systems provide clear evidence of progress while identifying areas requiring additional support, ensuring leaders learn to view challenges as opportunities for growth while maintaining focus on long-term improvement goals.

Flexible and Sustainable Implementation: All coaching schedules and time commitments are customizable based on district needs, calendar constraints, and implementation priorities. We work collaboratively with leadership to develop frameworks that maximize impact while respecting existing workload considerations and building sustainable systems for continued improvement beyond the coaching period.

Through this comprehensive approach, we develop educational leaders who are prepared to drive and sustain literacy transformation while building organizational capacity that extends far beyond individual coaching relationships.



Exhibit 8 - Personnel

Team Overview

Our instructional leadership consulting team collectively brings experience working across all district sizes (from under 300 students to 7,500+ students) and district types (urban, rural, and suburban). Each team member possesses extensive educational leadership background as former teachers, principals, superintendents, and district-level administrators, providing authentic understanding of the challenges educational leaders face in implementing literacy transformation. Full resumes can be found in **Exhibit 11, Appendix G**.

Primary Contact for Customer Service and Support

Stacy Linderman, MEd, C-SLCT, Relationship Manager

- **Email:** stacy.linderman@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Master of Arts, Educational Leadership, Drexel University
- Masters in Education, Cabrini University
- Bachelor of Art, Elementary Education, Alvernia University
- K-12 Administrative Principal Certification, Pennsylvania
- Professional Teaching License K-6, Pennsylvania
- Acadience® Reading K-6 Mentor (2020-Present)
- CERI Certified Structured Literacy Classroom Teacher (2022-Present)
- Diversity, Equity, and Inclusion in the Workplace Certificate, University of South Florida (2023)

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Data-Informed Decision Making Multi-Tiered Systems of Support (MTSS) Organizational Culture and Climate Equity and Inclusion Initiatives Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban



- Sizes: 300-599, 600-999, 1,000-2,499, 2,500-7,499

Professional Experience Summary: Stacy brings over 20 years of experience as a principal, literacy coach, and improvement specialist. As Lead Improvement Specialist at Step By Step Learning (2020-2024), she oversaw coaching teams and managed the comprehensive 2024 Knox County Literacy Audit covering 52 K-5 elementary schools. She served as Principal at Tulpehocken Area School District (2017-2019) and has extensive experience as a Reading First Literacy Coach and kindergarten teacher. Her expertise includes comprehensive literacy audits, MTSS implementation, and building leadership capacity within school systems.

Executive Leadership

Pati Montgomery, Head of Instructional Leadership, Executive Lead Consultant

- **Email:** info@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Specialist Certificate in School Administration, University of Denver
- Master of Arts in Special Education, University of Northern Colorado
- Bachelor of Arts in Elementary Education, Indiana University of Pennsylvania

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Organizational Culture and Climate Communication and Stakeholder Engagement Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499, 7,500+

Professional Experience Summary: Pati is a nationally recognized literacy leadership expert and founder of Schools Cubed. As Colorado's Executive Director of Literacy (2012-2014), she led implementation of the nation's first evidence-based literacy legislation. She has served as principal at both elementary and middle school levels, including leading O'Connell Middle School and Eiber Elementary School (which



received the Governor's Distinguished Improvement Award). Currently serves as a National Literacy Expert for the Utah State Board of Education and has authored multiple publications including *A Principal's Primer for Raising Reading Achievement* and *It's Possible!: A Leadership Plan for Implementing Quality Reading Instruction and Ensuring Literacy for All*.

Project Management Team

Lisa Klein, Vice President and Director of Relationship Management

- **Email:** lisa@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Master of Education, Reading, Rivier College, 2012
- Bachelor of Arts, Elementary Education & General Special Education, Rivier College, 1995
- Massachusetts & New Hampshire Elementary Education Certification
- Massachusetts & New Hampshire Special Education Certification
- Florida Certification Elementary Education
- English Speakers of Other Languages Endorsement Certification (ESOL), Nova Southeastern University, 2003

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Communication and Stakeholder Engagement Multi-Tiered Systems of Support (MTSS) Professional Learning Communities Strategic Planning and Implementation Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499, 7,500+

Professional Experience Summary: Lisa brings extensive classroom and leadership experience, serving as Keys to Literacy's Vice President since 2011. She is co-editor of research-based publications including *Keys to Content Writing*, *Keys to Argument Writing*, and *Keys to Early Writing*. Lisa began her career at Landmark School and has experience as a classroom teacher, special educator, and reading specialist.



She leads collaborative partnerships with state education departments and districts to advance literacy initiatives, including presenting at major literacy conferences nationwide.

Shauna Cotte, Vice President and Director of Professional Development

- **Email:** shauna@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Master of Education, Language and Literacy Instruction, Boston College, 2003
- Bachelor of Science, Education, Framingham State College, 2002
- Licensed Reading Specialist (K-12), Massachusetts State Certification

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Professional Learning Communities Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499, 7,500+

Professional Experience Summary: Shauna has been with Keys to Literacy since 2008, serving as a Senior Consultant and member of the senior management team. She combines classroom experience at both elementary and secondary levels with expertise as a literacy interventionist. Shauna is a contributing editor for Keys to Literacy publications and has presented at major conferences including the Orton-Gillingham Practitioners and Tutors Canada Annual Conference. Her comprehensive background includes curriculum development, teacher observation and coaching, and strategic planning for literacy implementation.

Jill Hafey, Director of Instructional Leadership

- **Email:** jill.hafey@keystoliteracy.com
- **Phone:** 978-948-8511



- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Master of Science, Walden University, 2007
- Bachelor of Arts in English, Mesa State College, 1998
- Certificate of Achievement in Pepper, Colorado Department of Education Reading Training for the CO READ Act
- Colorado Professional Principal License (K-12)

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Organizational Culture and Climate Communication and Stakeholder Engagement Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499

Professional Experience Summary: Jill brings 27 years of educational leadership experience, having served as Superintendent of Moffat County School District (2022-2024), Principal of Sunset Elementary (2014-2022), and Assistant Principal of Craig Middle School (2008-2014). Under her leadership, Sunset Elementary received the Colorado Governor's Award (2017) and she was named Outstanding Administrative Leadership in Reading Award winner by CCIRA (2018). She led her school to become the leading school in the state for ELA Growth. Jill specializes in building sustainable systems and structures that advance student achievement through effective leadership practices.

Field Implementation Team - Literacy Leadership Consultants

Belinda Kuck, Literacy Leadership Consultant

- **Email:** belinda.kuck@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- M.Ed. Educational Leadership and Policy, University of Utah, 2001



- B.A. French and Secondary Education, Utah State University, 1987
- Administrative/Supervisory (K-12), Secondary Education (6-12), French, Library Media (K-12)
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- LETRS for Administrators

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Professional Learning Communities Organizational Culture and Climate Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499, 7,500+

Professional Experience Summary: Belinda served as Director of Teaching and Learning for Davis School District, Utah (2016-2024), overseeing four sub-departments with 100+ staff members and an \$8 million budget. She has extensive experience in curriculum development, professional learning coordination, and educational leadership at both district and state levels. As Chair of the Northern Utah Curriculum Consortium, she directed collaborative projects across 11 school districts. Her expertise includes organizational development, systems implementation, and leading large-scale educational initiatives.

Loren Huwa, Literacy Leadership Consultant

- **Email:** loren.huwa@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- M.A. Education/Curriculum and Instruction, University of Phoenix
- B.S. Music Education, Western State College
- Principal Licensure
- International Baccalaureate Training Levels 1, 2, 3 for Heads of Schools

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision



Making Organizational Culture and Climate Equity and Inclusion Initiatives Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499, 2,500-7,499

Professional Experience Summary: Loren has over 30 years of educational experience, serving as Principal of South Lakewood Elementary (2010-2019) and Assistant Principal at O'Connell Middle School (2006-2010). Under his leadership, South Lakewood Elementary received the National PTA Jan Harp Domene Diversity and Inclusion Award (2016), Jefferson County Wayne Carle Diversity Award (2017), and Colorado Department of Education recognition for high achievement with diverse student populations. He specializes in creating inclusive learning environments and implementing systematic approaches to student support.

Karen Savaglia, Literacy Leadership Consultant

- **Email:** karen.savaglia@keystoliteracy.com
- **Phone:** 978-948-8511
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Professional Credentials:

- Master of Arts in Education, Alverno College, 2007
- Master of Science in Education, University of Wisconsin, Whitewater, 2002
- Bachelor of Science in Education, University of Wisconsin, Whitewater, 1988
- WI Administrator License A001, Director of Instruction 5010, Principal 5051, Teacher 1088

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Organizational Culture and Climate Professional Learning Communities Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499



Professional Experience Summary: Karen brings extensive leadership experience, having served as Director of Instructional Services for School District of Cudahy (2011-2024) and Principal of Lincoln Elementary School (2007-2011). She led the development of student-centered coaching systems and supported principals in becoming strong instructional leaders. Under her leadership, her district achieved a 26% increase in students reading proficiently over three years through systematic implementation of Science of Reading practices. She specializes in developing aligned systems for educator effectiveness and professional learning based on data analysis.

Peggy Griebenow, Literacy Leadership Consultant

- **Email:** peggy.griebenow@keystoliteracy.com
- **Phone:** 978-948-8511
- **Address:** 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969

Professional Credentials:

- Master of Science in Educational Management, University of Houston-Clear Lake
- Bachelor of Science in Elementary Education, University of Idaho
- Colorado Professional Principal License (K-12)

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Organizational Culture and Climate Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: Under 300, 300-599, 600-999, 1,000-2,499

Professional Experience Summary: Peggy has 31 years of educational experience, including 18 years as an elementary principal. Her schools have consistently achieved exceptional growth, including leading Palmer Lake Elementary to receive the National Title I Distinguished School award for Closing Achievement Gap and the Inez Lewis Award for outstanding growth in reading and math. She led Shelton Elementary to receive the Colorado Governor's Distinguished Improvement Award for four consecutive years (2011-2014). Peggy specializes in school turnaround work and creating systems that support sustained academic improvement in high-need schools.



Janell Fuller, Literacy Leadership Consultant

Contact Information:

- Email: Janell.Fuller@keystoliteracy.com
- 978-948-8511
- Address: 319 Newburyport Trpk, Suite 205, Rowley, MA 01969

Professional Credentials:

- M.Ed. Educational Leadership, University of Northern Colorado, 2019
- B.A. Liberal Arts/Elementary Education, Colorado Christian University

Areas of Expertise: HQIMs for Literacy - Adoption and Implementation School turnaround work in schools with high levels of disadvantaged students Leadership Development and Training Strategic Planning and Implementation Multi-Tiered Systems of Support (MTSS) Data-Informed Decision Making Organizational Culture and Climate Professional Learning Communities Developing and Improving Family and Community Partnerships

District Experience:

- Types: Urban, Rural, Suburban
- Sizes: See team overview above

Professional Experience Summary: Janell is an educator with over 24 years of experience serving as a paraprofessional, teacher, instructional coach, and district director of PreK-12 Literacy. She most recently served as Manager of PK-12 Literacy for Adams 14 School District, where she was responsible for purchasing district-wide intervention programs, coordinating district grant initiatives and budgets, and managing the district-wide Literacy Assessment Team. Currently, Janell specializes in targeted and intensive reading intervention to ensure all students are reading at grade level.

Our team provides 100% coverage across all required expertise areas, ensuring comprehensive support for Iowa's diverse leadership development needs. Each team member brings authentic educational leadership experience combined with specialized expertise in literacy systems implementation and school transformation.



Exhibit 9 - Geographical Locations Serviced

Keys to Literacy is able to provide leadership coaching services to all school districts and geographical areas throughout the state of Iowa, including:

Statewide Coverage

- All 99 counties in Iowa
- All public school districts
- All private schools
- All charter schools
- All Area Education Agencies (AEAs)

Major Metropolitan Areas

- Des Moines Metro Area
- Cedar Rapids/Iowa City Corridor
- Davenport/Quad Cities Area
- Sioux City Metro Area
- Waterloo/Cedar Falls Area
- Dubuque Area
- Council Bluffs/Omaha Metro Area

Regional Service Areas

- Northwest Iowa
- Northeast Iowa
- Central Iowa
- Southwest Iowa
- Southeast Iowa
- North Central Iowa
- South Central Iowa

District Size Categories

Keys to Literacy can serve Iowa school districts of all sizes:



- Large districts (7,500+ students)
- Medium-large districts (2,500-7,499 students)
- Medium districts (1,000-2,499 students)
- Small districts (600-999 students)
- Very small districts (300-599 students)
- Rural districts (under 300 students)

Community Types

- Urban districts
- Suburban districts
- Rural districts
- Agricultural communities
- Industrial communities

Keys to Literacy has the capacity and infrastructure to provide leadership coaching services to any Iowa IA-CLSD subgrantee regardless of geographic location, district size, or community type.



Exhibit 10 - Professional/Organizational Services Overview

Organizational Mission and Vision

Mission Statement: We believe the ability to read and write is the foundation for all learning and essential for a fulfilling and impactful life. Our mission is to provide high-quality, engaging, and practical professional development that is aligned with evidence-based literacy instruction. The goal is to help educators teach literacy skills in a way that increases literacy achievement for all students.

Organizational Overview

Keys to Literacy (KTL), founded in 2007, is a nationally recognized provider of comprehensive literacy solutions that integrate the science of reading (SOR), research-based writing instruction, and effective strategies for educators and leaders across State Departments of Education, Districts, Schools, and Institutions of Higher Education.

Over our 18 years of operation, we have partnered with state departments of education and supported tens of thousands of educators nationwide. Our work extends to higher education, with over 1,000 preservice teachers and faculty members engaged with KTL as part of their educator preparation programs. With a national reputation and extensive experience, KTL provides practical, high-quality literacy support that goes beyond the science of reading, bringing deep expertise in writing instruction and adolescent literacy practices to offer comprehensive solutions addressing the full spectrum of literacy needs.

Comprehensive Service Portfolio

Keys to Literacy specializes in research-backed practices that address the full spectrum of literacy development, from early learners to adolescent readers and writers. We offer a complete range of services designed to build the systems, structures, and knowledge needed to support and sustain effective literacy instruction.

Professional Development and Training: Our evidence-based professional development spans the early childhood through grade-12 continuum, with specialized offerings for each developmental stage. Detailed program descriptions and age-specific offerings are provided in Exhibit 4.



Instructional Leadership and Systems Implementation: We provide comprehensive support for administrators through literacy audits, leadership institutes, and systematic MTSS framework implementation that creates sustainable organizational change.

Implementation Coaching: Our proven three-phase coaching approach (Initiating, Applying, Sustaining) ensures effective implementation of evidence-based practices. Comprehensive coaching services and strategies are detailed in Exhibits 7 & 8.

Higher Education Partnerships: We offer innovative partnerships with institutions of higher education, integrating seamlessly into educator preparation programs to ensure future educators are equipped with research-based tools from day one.

Leadership Coaching and Support Services

Keys to Literacy specializes in research-backed leadership practices that address the full spectrum of educational leadership development, from new administrators to veteran superintendents. We offer a complete range of services designed to build the systems, structures, and knowledge needed to support and sustain effective instructional leadership.

Dedicated Leadership Development Workshops

Administrator Courses - Our comprehensive leadership workshop catalog includes:

Establishing a Mission and Vision

- Explores the fundamental purpose and power of Mission and Vision statements
- Guides administrators through collaborative creation processes
- Emphasizes strategies that promote collaboration, inquiry, and trust
- Addresses the foundational question: "Why do we exist?"
- Can be customized for delivery with school leadership teams and community stakeholders

Creating Efficient RTI and Multi-Tiered Systems of Support

- Develops clear understanding of solid Response to Intervention through MTSS
- Highly interactive session with reflection on existing practices
- Provides specific action plans for establishing complete systems
- Ensures success for all students through systematic approaches

Building Leadership Teams

- Guides creation of Building/School Leadership Teams



- Promotes two-way trust and open communication between administration and staff
- Creates shared decision-making processes within school culture
- Research-backed approach linking shared decision-making to higher achievement outcomes

Creating a Collaborative School Culture

- Teaches the "4 T's" of collaborative environments: trust, teams, time, and targets
- Guides school-based leadership in creating cultures that enable teams to work alongside principals
- Focuses on increasing student achievement through collaborative practices
- Emphasizes maximizing time through organizational systems

Providing Effective and Timely Feedback

- Delineates roles and responsibilities of coaches and principals
- Teaches difference between instructional feedback from coaches vs. principals
- Provides proven forms and tools for effective feedback delivery
- Addresses how to enlist teachers in working with instructional coaches

Building the Instructional Coach and Principal Relationship

- Establishes clear responsibilities and communication tools
- Provides strategies to avoid common pitfalls in coach-principal relationships
- Creates frameworks for effective collaboration between instructional leaders
- Emphasizes building quality relationships that support school improvement

Virtual Coaching for Instructional Leaders

- Maximizes time efficiency for busy principals
- Provides collaboration with Schools Cubed Consultants
- Offers timely feedback delivery systems for classroom instruction

Assessment and Data-Driven Leadership Training

Data Analysis: Understanding the Subskills of Assessment

- Addresses effective use of assessment data to target instruction
- Creates action plans based on high-quality literacy assessment outcomes
- Moves beyond assessment administration to instructional decision-making



Comprehensive Assessment System

- Explains what should be assessed, why, and with which tools
- Covers benchmark tools for screening, progress monitoring, and diagnostic assessment
- Includes background on the reading brain and its connection to assessment

Detailed descriptions of our administrator courses can be found in Exhibit 11, **Appendix A**, and examples of our audit tools and implementation support tools are provided in **Appendices B, C, and D**.

Service Delivery Excellence

Flexible Leadership Coaching Models: KTL offers multiple delivery models to meet diverse leadership needs including on-site coaching visits, virtual strategic planning sessions, regional leadership institutes, and our signature leadership mentoring model that builds internal administrative capacity.

Evidence-Based Leadership Frameworks: Our leadership coaching integrates research-proven approaches with practical implementation strategies, ensuring that administrative decisions are grounded in both educational research and operational effectiveness.

Comprehensive Reporting and Accountability: We provide robust reporting and deliverable systems designed to support transparency, accountability, and continuous improvement in leadership development and organizational change initiatives.

Professional Recognition and Accreditation

International Dyslexia Association (IDA) Accreditation: Our Keys to Beginning Reading course has earned IDA accreditation, reflecting quality, depth, and alignment with best practices in literacy instruction.

National Recognition: Keys to Literacy is highlighted in the National Council on Teacher Quality's Four Pillars to Reading Success Action Guide and is a recommended professional development resource in The Reading League Compass: Providing Direction.

State Approvals: We are approved as professional development providers in states with legislatively mandated literacy initiatives, demonstrating alignment with rigorous state standards and proven effectiveness in large-scale implementations.



Proven Track Record in Leadership Development

Large-Scale Leadership Impact: We have successfully delivered comprehensive leadership development to support over 16,000 educators across Indiana and serve as the exclusive provider of literacy professional development for multiple state departments of education.

Systems Implementation Success: Our leadership support has facilitated comprehensive MTSS implementation serving 78,000 students across Davis School District, Utah, and successful partnerships with over 500 school districts across more than 40 states.

Measurable Leadership Outcomes: Our leadership coaching and systems support contributed to a 24.5% increase in student proficiency at Kosciuszko Elementary (Cudahy, WI) following comprehensive literacy implementation.

This comprehensive organizational capacity positions Keys to Literacy as an ideal partner for Iowa's IA-CLSD initiative, bringing proven expertise in educational leadership development, systematic approaches to organizational improvement, and unwavering commitment to equity and excellence in literacy education leadership.



Exhibit 11 Supporting Documentation

Keys to Literacy provides the following supporting documentation to demonstrate the quality, depth, and practical application of our professional development offerings, audit tools, and implementation support services. These materials showcase our evidence-based approach and provide concrete examples of the deliverables Iowa IA-CLSD subgrantees can expect throughout our partnership.

Professional Development Course Descriptions

Course descriptions for leadership professional development referenced in this proposal can be found in **Appendix A**.

Audit Tools

Appendix B

Literacy Evaluation Tool (LET) Sample: Excerpts from our proprietary elementary audit tool that evaluates six critical domains: Universal Instruction, Assessment, Intervention, Data-Based Decision Making, Collaboration, and Professional Development. This sample demonstrates our systematic approach to baseline assessment and progress monitoring.

Appendix C

Effective Schools Evaluation Tool (ESET) Sample: Portions of our secondary school audit instrument that measures six domains critical for closing achievement gaps: Instructional Practices, Interventions, Data-Based Decision Making, Collaboration, Time, and Safe and Orderly Environment. This sample illustrates our comprehensive approach to secondary school improvement.

Implementation and Progress Reporting

Appendix D

Sample Next Steps Report: Example of our systematic approach to translating audit findings into actionable improvement plans. This report demonstrates how we provide clear, prioritized recommendations with specific implementation timelines and resource requirements, ensuring schools have concrete guidance for literacy improvement initiatives.



Demonstrated Effectiveness - Our Results

Appendix E includes case studies demonstrating the impact of our services. We include details of our work with Davis School District, Cudahy School District, Chippewa Valley Schools, and Browning Elementary School.

Letters of Recommendation

Letters of recommendation from our references, including the Indiana Department of Education, the Alaska Department of Education and Early Development, and Davis School District can be found in **Appendix F**.

Resumes

Resumes for the key personnel listed in Exhibit 11 can be found in **Appendix G**.

These supporting materials provide Iowa IA-CLSD subgrantees with comprehensive insight into the quality, depth, and practical value of Keys to Literacy's professional development and implementation support services, ensuring informed decision-making and confident partnership development.