Danielle Hudson <dhudson@csd.k12.or.us>

Confirmation - 2023-25 Oregon Early Literacy Grant Application

Smartsheet Forms <forms@app.smartsheet.com> Fri, Dec 15, 2023 at 11:39 AM
To: dhudson@csd.k12.or.us

Thank you for submitting your entry. A copy is included below for your records.

2023-25 Oregon Early Literacy Grant Application

Grantee Name	Clatskanie SD 6J
PRT1. What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program?	Clatskanie centers student belonging in our early literacy program through the adoption of a robust curriculum, HMH's Into Reading, which is embedded with a cultural lens and focus on diversity. Curriculum prioritizes ethnically diverse literature infused with cultural perspectives and staff draw connections to home and family. Clatskanie chose this reading program curriculum because the primary texts allow students to able to access mirror, doors, and windows into their own experiences and the experiences of those. While we are a primarily white district, we value curriculum that not only fosters belonging for all students, but builds education and empathy that allows students to cultivate a mindset of equity and inclusion, divorced from texts that only represent homogenous majorities. Since this policy is newly adopted–implemented this school year–the district requires work to build our literacy framework and literacy vision. The district's goal is to focus on the implementation and hone our focus on what our goals for literacy to look like in our district moving forward will be. To do so, we will focus on visioning and professional development around pacing, mapping curriculum, high-leverage instructional practices identification, and connections to appropriate matching literacy tools.
PRT2. What evidence do you have regarding Family and Community Partnership indicators being	As a district, Clatskanie centers parent and community voice in various aspects, including curriculum and program development. Last year during our curriculum adoption process we were simultaneously deep into Integrated Guidance work. Therefore, we utilized similar strategies to survey families and community, centering their voices and needs within the EL program. Parent focus groups were led, particularly in k-3, to look at readiness for reading including: reading readiness assessment/markers and adaptable, flexible strategies to best meet all students' needs. Additionally,

embedded in your early literacy program?	Clatskanie has a strong relationship with community partners. As a district, 40% of our students are eligible for free/reduced lunch. Consequently, we have a substantial amount of students in Headstart. This year we integrated a bringe in our classrooms to allow for smooth transitions from Headstart into our EL program. In continued alignment with this Community System of Care, the schools not only serve as community hubs for sports and afterschool community programs, but we also integrate the community into our spaces and systems regularly through EL nights and conferences. This community-wide alignment strengthens our EL programs by allowing students to access informed, aligned readiness programming both in the community and the classroom. Additionally, we are investigating other grants for funding to bolster our library collections with culturally relevant and inclusive books. We currently have a full time librarian at both the elementary and middle/high schools and all classes go to the library multiple times weekly to check out books and participate in EL lessons.
PRT3. What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program?	As we implement our adopted curriculum, we've embedded oral language literacy development indicators into our process through chosen materials and tools, instructional practices, professional development, and assessment that honor and integrate many linguistic and cultural backgrounds and prioritize multilingual learners. As we continue PD throughout this grant period and further develop our literacy vision, oral language literacy development will also be embedded that vision. Currently, we provide oral language development support for multilingual students through the support of our Title 1 teacher, who focuses on providing additional language development supports to students. This work also informs how we blend language development support with literacy development, as we have utilized this practices to pull students away from class less often by integrated oral language and literacy skills simultaneously. Additionally, this year we began sending staff to NWRESD trainings with their Early Literacy Team to continue to expand teacher knowledge in these areas and strengthen and adapt our practices. Within assessment, student language profiles and literacy profiles are reviewed side by side. Therefore, both in assessment and programming we have cultivated a system that views multilingual skills as assets and integrates oral language skills with literacy practices in the classroom, within assessment, and within at-home practice.
PRT4. What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program?	Not only is our curriculum on the Oregon approved list, we've implemented several research-based PD opportunities in collaboration with our partners to strengthen our models. Our staff have engaged in NWRESD PD on the Science of Readings, and are about to participate in their Anita Archer PD opportunity as well. Educators target background knowledge and vocabulary strengthening in our 90 minute literacy blocks. Within these blocks, students receive extra help in targeted improvement areas as needed. This ensures we are able to ensure all students have equal access to core instruction time, while additionally pulling out students within our lowest 20th percentile for reading instruction. That targeted work is run by 1 teacher and 2 EAs. Additionally, our k-2 classes are intentionally populated with low class sizes (16 kids per teacher) to ensure teachers can target EL needs and push core concepts and interventions during those years. As ESSER funds are cut,

	these class sizes will increase. Consequently, we would like to focus on PD for teachers to strengthen their abilities to understand this new curriculum and best practices, as well as how to hone their models as class sizes may grow. Our teachers receive ongoing training during their early release each week. Once a month we focus on reading instruction during those PD sessions. Within this grant, we will pay for some additional release time within the bounds of our contract for teachers to dive into the newly adopted materials and curriculum during contracted hours.
PRT5. What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program?	We utilize Heggerty's phonemic awareness routine tool within our program to build phonemic awareness, vocabulary, and language development to holistically guide students toward reading comprehension. These are integrated into our curriculum and within our 90 minute block and intervention modes. Our materials are also aligned with our local Headstart to allow for the bridging between programs that was discussed previously in this application.
PRT6. What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program?	We utilize Heggerty's phonemic awareness routine tool within our program to build phonemic awareness, vocabulary, and language development to holistically guide students toward reading comprehension. These are integrated into our curriculum and within our 90 minute block and intervention modes. Our materials are also aligned with our local Headstart to allow for the bridging between programs that was discussed previously in this application.
PRT7. What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program?	Clatskanie's instructional materials meet ODE's criterion for adoption. Additionally, the district avoids curricular chaos through not only a k-6 alignment, but more so k-12, through the utilization of our HMH Intro to Reading in k-6, and Into the Literature in k-12. Through this continuation of instruction and assessment, models and practices are streamlined and embedded, which enables teachers to more accurately educate not only students, but also parents, on practices which ensure struggling students may improve. As a district, we utilize AIMSweb for assessments, and Accelerated Readers as both a tool for intervention and additional practice. All of our students have opportunities for high level rigor and grade level standards based learning, as well as targeted intervention groups around these skills. Our diagnostics allow us to guide present and future instruction.
PRT8. What evidence do you have regarding	While we have a small number of multilingual students in our districts, we intentionally utilize our assessment tools to cue staff into the needs of all kids. Other initial moves include: recent district representation on the

Reaching All Learners indicators being embedded in your early literacy program?	Columbia County Equity Team, partnering with NWRESD in their Tribal History/Shared History trainings. While we have a small multilingual population, we've recognized that we have many Native students with tribal dialects that inform their oral language skills and literacy. In order to support these students and strengthen our literacy programming practices, we are supporting professional development for teachers to become informed on these tribal dialects, how to offers supports, and how to incorporate these dialects intro our literacy curriculum, texts, and practices.
APT1. Professional Development and Coaching	As we have recently adopted and implemented this new curriculum, professional development and coaching are the highest local priorities for Clatskanie. We would like to allocate the majority of our allocated funds, around $35,000, for ongoing release time, coverage for staff doing learning blocks, and professional development. This PD will include trainings taff on the new selected assessment tool, as well as diving into our literacy adoption and ensuring alignment. This process will include investigating our curriculum and practices for holes and selecting materials to fill them.
APT2. Extended Learning	Clatskanie currently has a separate grant that provides us with summer school funding. Therefore, we do not currently plan to fund extended learning through this EL grant as our funding does not allow. However, if we were able to fund within this area, we would extend these summer school learning opportunities to more kids, especially those who are historically and currently marginalized. The greatest needs within Extended Learning for our district lie in the area of transportation. In-person learning is valued by our students. In fact, digital learning opportunities previously offered have not been utilized. Therefore, any extended learning opportunities must be in-person, which necessitates transportation and staffing costs.
APT3. High-Dosage Tutoring	As a District, we are currently waiting to see how ODE defines High-Dosage Tutoring and what the allowable organizations will be, as that will greatly inform our options and choices. Similar to our Extended Learning answer, we do not currently have the funds within this grant for this area. However, if we did, we would use the funds to pay our own employees to offer High-Dosage Tutoring as opposed to outside partners/contractors. Due to our rural location, we do not have the same kind of access to local tutoring businesses that more urban districts may. Additionally, our students prefer in-person learning over online. We offered online algebra tutoring for the Middle/High School this summer, and it did not have any participants. Therefore, if we had the funds, we would invest them in paying our own in-house educators to offer these extended, targeted services.
APT4. Student Growth Assessment	Currently, our District uses AIMSweb, and that works for us as a student growth assessment tool. However, we would like to make it a high priority of this grant for us to investigate universal screening tools and determine if there is one that would would better for our districts, our students, and our needs. With this grant, we would like to allocate around $10,000 within this area of Student Growth Assessment to fund sub release time to explore these assessment tools and select one. Currently, we are not sure of cost. AIMSweb is currently $5,000, but it is solely an assessment tool. If our staff selected a combined assessment/instruction tool it would be higher. Overall,

	it is a high priority for our district to find the best student growth assessment tool for our district within this funding period.
APT5. What communication strategies will be used to engage with other school districts?	Roundtable Discussion, Email, Other (type out), NWRESD Regional CIA and Superintendent meetings
APT6. What communication strategies will be used to engage with elementary schools of the school district?	Community Group Meeting, Website, Email, Social Media, School Board Meeting, Open House Night
APT7. What communication strategies will be used to engage with families of the school district?	Website, Email, Social Media, School Board Meeting, Open House Night
APT8. What communication strategies will be used to engage with members of the school district community?	Website, Email, Social Media, School Board Meeting, Open House Night
APT9. Name the fund source(s) for the 25% match.	Title IA funding for a 1.0 Reading Specialist.
APT10. If applicable, a fund source is named for the 4th and/or 5th grade match.	N/A
APT11. Please do your best to	Purchasing Curricula & Materials, Extended Learning Programs, Professional Development & Coaching

mark which of the following categories best describe how you are using your matching funds. (check all that apply)	
APT12. Name your fiscal agent for this grant agreement.	Clatskanie SD 6J
By checking the following box, the applicant agrees that they have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative	☑
By checking the following box, the applicant agrees that they have reviewed the reporting requirements in Section 6 (2) of the Early	☑

Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance.

By checking the following box, the applicant agrees that they use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met. ☑

By checking the following box, the applicant agrees that they will provide professional development and coaching in research-aligned literacy strategies to ☑

teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.	
By checking the following box, the applicant agrees that they will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.	☑
By checking the following box, the applicant agrees that they will provide high-dosage tutoring to	☑

students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.

By checking the following box, the applicant agrees that they have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative). ☑

By checking the following box, the applicant agrees to ☑

comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.	
Name of person submitting form	Danielle Hudson
Email of Person Submitting Form	dhudson@csd.k12.or.us
Role of Person Submitting the Form	Superintendent
Reporting and Application Dashboard Contact People	

File Attachments

CSD Step 3_Literacy Inventory and Budget.xlsm (90k)

23-24 January Board Agenda.pdf (197k)

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