

Grant Allowable Use Category							Overall Literacy Budget (23-24)
							Total Allocation 2023-24
							Total Budgeted Amounts
							Unbudgeted (Autocalculate):
Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)	
Extended Learning Programs	Summer Literacy Program Licensed Staff		Other	ELPO	111	\$10,400.00	
Extended Learning Programs	Summer Literacy Program Licensed Benefits		Other	ELPO	2XX	\$4,869.81	
Extended Learning Programs	Summer Literacy Program. Literacy Coach Salary		Literacy Coach	ELPO	112	\$2,600.00	
Extended Learning Programs	Summer Literacy Program. Literacy Coach Benefits		Literacy Coach	ELPO	2XX	\$1,180.53	
Professional Development & Coaching	Summer Intensive Conference	0	Other	PDC	34X	\$30,000.00	
Purchasing Curricula & Materials	Supplies and Materials for Summer Literacy Program	0	Other	CRCM	4XX	\$2,000.00	
Professional Development & Coaching	Summer Intensive Conference	0	Other	PDC	34X	Yes \$5,712.84	

Grant Allowable Use Category							Overall Literacy Budget (24-25)	
							Total Allocation 2024-25	\$0.00
							Total Budgeted Amounts	\$59,080.04
							Unbudgeted (Autocalculate):	(\$59,080.04)
	Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (24-25)	
Extended Learning Programs	Licensed Salary - EL Teacher	0.73	Literacy Coach	SGHDT	111		\$27,600.00	
Extended Learning Programs	Licensed Benefits - EL Teacher	0.73	Literacy Coach	SGHDT	2XX		\$10,429.70	
Purchasing Curricula & Materials	Supplies and Materials for Summer Literacy Program		Other	CRCM	4XX		\$2,000.00	
Extended Learning Programs	Summer Literacy Program Licensed Staff		Other	ELPO	111		\$10,400.00	
Extended Learning Programs	Summer Literacy Program Licensed Benefits		Other	ELPO	2XX		\$4,869.81	
Extended Learning Programs	Summer Literacy Program. Literacy Coach Salary		Literacy Coach	ELPO	112		\$2,600.00	
Extended Learning Programs	Summer Literacy Program. Literacy Coach Benefits		Literacy Coach	ELPO	2XX		\$1,180.53	

Type of Material (Dropdown Menu)	If other, please describe	Title of literacy assessments, tools, curricula and digital resources	Name of Vendor / Developer / Publisher	Print or Digital (Dropdown Menu)	Grades - Select All that Apply (Dropdown Menu)	Was this adopted from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption? (Dropdown Menu)	If adopted instructional material are from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list, please indicate which one from the list below. (Dropdown Menu) (If Applicable)	If independent adoption, did your school board use the SBE ELA Adoption Criteria? (Dropdown Menu) (If Applicable)	Date of Adoption	Is this your student growth assessment? (Dropdown Menu)	Please describe any planned changes or updates for materials that are not currently research-aligned. If your school board did NOT use the SBE ELA Adoption Criteria, this question is required for your core curriculum. Please include the anticipated date of new adoption. (If Applicable)
Core Materials		Wonders 2020	McGraw Hill	Both	K-3	State Board of Education Adoption	McGraw Hill LLC Wonders (Grades K-2)		2020	No	
Supplemental Materials		Hegerty	Literacy Resources	Print	K-2	Independent Adoption			2020	No	
Progress Monitoring Materials		MAP Reading Fluency	NWEA	Digital	K-3	Independent Adoption			2021	Yes	
Benchmark or Summative		NWEA Reading Growth Assessment	NWEA	Digital	K-3	Independent Adoption			2022	Yes	

Application

Professional Development and Coaching

1. Describe how you will provide professional development and coaching in research - aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research - aligned literacy strategies. For each professional development and coaching strategy description, include the following details:
 - the research - aligned literacy strategies that the professional development and coaching will focus on -
 - the target audience (including roles) for the professional development and coaching -
 - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable) -

We are currently seeking professional development opportunities for our K - 3 teachers with a focus on The Science of Reading. As of now, we have found an intensive summer conference that is grade level specific focusing on the implementation of evidence and research - based best instructional strategies and techniques to accelerate student learning, growth, and achievement through rigorous and consistent instruction, including opportunities for problem solving, critical and creative thinking, meaningful and purposeful discourse, and high - impact instructional delivery of The Science of Reading.

We plan to offer professional development for all of our K - 3 teachers, Elementary Principal, Reading Specialist, and Special Education teacher on a monthly basis. An intensive summer conference will be included. The focus will be on the Science of Reading, The Five Pillars of Reading, the Simple View of Reading, Scarborough's Rope, the Four - Part Processing Model, and the Active View of Reading. We will tailor instruction that aligns with the principals of the Science of Reading and appropriate literacy development.

Extended Learning

2. Describe how you will provide extended learning programs that use research -
aligned literacy strategies and that are made available by licensed teachers or by
qualified tutors. For each extended learning program description, include the
following details:
 - **description of how literacy is included as the focus of this program** -
 - **who will provide the extended learning and their qualifications** -

We plan to provide the following summer programs:

- We will continue to provide a Kindergarten Jumpstart program for incoming Kindergarten students. The primary focus is developmentally appropriate literacy skills, high-quality facilitated play, and individualized instruction.

- Kindergarten to First Grade Transition Program

- 2nd and 3rd Grade Literacy Program

The main focus will be foundational skills where students will be supported in many literacy skills. These include phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension, and fluency.

Each summer program will be led by licensed teachers or qualified tutors. Each program will also include an educational assistant for support.

High - Dosage Tutoring

3. Describe how you will provide **high - dosage tutoring** that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high - dosage tutoring strategy description, include the following details:
 - **the domains of language ¹ addressed (at least reading and writing)** -
 - **who will provide the high dosage tutoring and their qualifications** -
 - **duration and frequency** -

¹ Reading, Writing, Speaking, and Listening.

- **how the tutoring is developmentally appropriate, including how it is responsive to student need** -

Our early literacy program supports our teachers in providing a text rich environment for all of our students. Through our literacy curriculum, class libraries, school library, and free book giveaways, our students are exposed to diverse texts that purposefully support comprehension and cross curricular learning. Through the use of scope and sequence, explicit vocabulary instruction on grade -level words are explicitly taught and reviewed to ensure retention of the material. Every student receives a substantial amount of time in each school day committed to literacy; this includes listening to, reading, thinking, talking, and writing about texts.

K- 4 students are provided with each of the following 5 days a week:

- 1 hour of core reading instruction
- 30 minutes of reading intervention/enrichment
- 30 minutes of writing instruction

For the most struggling students in each grade level, they will receive an additional 30 minutes, 5 days per week, of literacy support.

Our literacy curriculum is well -rounded and includes a broad range of topics and subject areas. It incorporates Science and Social Studies as well.

We also intend to use our EL Specialist to teach relevant literacy strategies to our classroom teachers to help fill the gap of our disadvantaged students.

Based on student data, which includes district assessments, classroom assessments, and progress monitoring, student's individual needs are realized and then met.

Student Growth Assessment

4. **If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one** -

The following is a list of our assessment indicators that are embedded in our early literacy program:

- MAP Reading Fluency assesses Phonological Awareness, Phonics/Word Recognition, Oral Reading Fluency, and Comprehension. This assessment is given to all students. Our students that are below grade level in reading, are assessed in this

progress monitoring tool every 3 weeks. Students that are at or above grade level in reading are assessed every 4 - 5 weeks based on our data team meetings.

- NWEA Reading Growth Assessment tracks the student's individual growth with predictors of achievement and compares to national norms. This assessment is given 3 times a year to all K - 12 students to track their growth over the years.

Every 6 weeks, our data teams meet to examine biases to ensure literacy engagement, growth and achievement for every student. The team consists of the Principal, Reading Specialist, Special Education teacher, and the grade level teachers. During these data team meetings, each student is placed in a reading intervention group based on their individual needs.

Communication Plan

(Select all of the types of strategies you will use to engage with partners. For strategies not listed, write them out .)

5. What communication strategies will be used to engage with **other school districts** ?
- Survey
 - Focus Group
 - Round Table Discussion
 - Community Group Meeting
 - Website
 - Email
 - Paper Newsletter
 - Social Media
 - School Board Meeting
 - Quarterly Report
 - Annual Report
 - Open House Night
 - Other (type out)
6. What communication strategies will be used to engage with **elementary schools** in the school district?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

7. What communication strategies will be used to engage with **families** in the school district?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

8. What communication strategies will be used to engage with **members of the school district community** ?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting

- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

Matching Funds

9. Name the fund source(s) for the 25% match - Title Funds
10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application](#)
[Guidance: Early Literacy Success School District Grants](#). Title Funds
11. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes (short answer, please describe)

Fiscal Agent

12. Name your fiscal agent for this grant agreement. - Amanda Steimonts

Assurances

Early Literacy Success School District Grant - Specific Assurances

By checking the following boxes, the applicant agrees that they:

- X 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](#). *
- X 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. *
- X 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. *
- X Will provide professional development and coaching in research - aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction. *
- X Will provide extended learning programs that use research - aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors. *
- X 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. *
- X 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). *

Overarching Assurances

- X By checking this 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. *

Program Review Tool

This resource connects the content of [Oregon's Early Literacy Framework](#) to the required review of the applicant's early literacy program.

Program Review Tool Questions

1. Student Belonging

([Framework Section 1, pg 8](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

This is an area of strength for our early literacy program. Evidence includes the robust curriculum adoption of Wonders 2020 that encompasses culturally responsive materials and a cross curricular focus on literacy. We provide monthly training for all of our staff on Social Emotional Learning (SEL) that emphasizes those practices into classroom instruction, especially K - 3 literacy. Character Strong is the SEL curriculum every teacher uses with their students 5 days a week.

We have engaged in partnerships with families and local community groups in an initiative to increase the books in our school and the books we provide each student to keep at home. We work with the SMART Reading program once a week to support our Kindergarten students and foster that early love of literacy. We partner with our local library to provide culturally appropriate and bilingual books for our school library and the classrooms. We also work with the Bandon Dunes Golf Course foundation to provide free books to each of our students every month of the school year. Students get to choose their books and keep them at home to help build household libraries. This program is free to every student.

Our teachers work in Professional Learning Communities (PLC) every week on aligning their practice. Our data teams meet every 6 weeks to examine biases to ensure literacy engagement, growth and achievement for every student.

2. Family and Community Partnerships

([Framework Section 2, pg 13.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Families and community groups are actively engaged in supporting our literacy efforts. We work with the SMART Reading program once a week to support our Kindergarten students and foster that early love of literacy. We also work with the Bandon Dunes Golf Course foundation to provide free books to each of our students every month of the school year. The high school leadership students read with our Kindergarten and 1st grade students once a week. We also work with Farm to Child to promote literacy and healthy life choices. The local hospital, Lions Club, ESD, and Every Body Brush help provide vision, hearing, and dental screens to every student.

We provide families and caregivers with information on developmentally appropriate milestones and the importance of early literacy development at home. We partner with South Coast Early Learning Hub and are able to provide every incoming Kindergarten student with a backpack of Kindergarten Readiness Resources. We provide individual meetings prior to the start of the school year for every Kindergarten

family to meet with the classroom teacher and discuss the importance of home to school communication and partnership. Here, students are assessed with our district assessment to gauge their readiness.

In order to promote high - quality facilitated play and individualized instruction and support services, our Kindergarten and 1st grade students participate in Purposeful Play 5 days a week. Purposeful play develops many skills for children, such as stronger language, gross motor, fine motor, and social skills.

3. Oral Language as the Root of Literacy Development

([Framework Section 3, pg 19.](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Educators and families understand that a child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students’ home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child’s linguistic strengths.
- Indigenous languages are honored.
- Educators use storytelling to bring life to students’ (and their ancestors’) histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Oral language development is key in our literacy instruction. Phonemic Awareness is actively taught in our K-3 classrooms. Children are taught how to blend sounds into words, and how to segment words into sounds through the use of our Oral Language curriculum, Heggerty, and our K-4 literacy curriculum, Wonders.

Teachers provide time in their classrooms to focus on Speaking and Listening standards through the use of Show and Tell. This helps develop a child’s oral language. With the support of our certified English Language (EL) teacher, students are also supported in their home language. Through family surveys and classroom observations, teachers learn about each of their student’s cultural and linguistic background. Our school library also helps to promote monthly heritage celebrations and provides resources for classroom teachers.

4. Reading Models Based in Research

([Framework Section 4 pg 24.](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four- Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word- identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

This is an area where we would like to provide more professional development for our staff. For the past three years, our main focus has been on the emotional wellbeing of our students coming off of the pandemic. However, our teachers understand that reading skills develop overtime and they draw from multiple models of reading. Through past professional development, our teachers understand what happens in the brain when students learn to read. We plan to provide grade specific training on the Science of Reading before next school year. This training will then extend into monthly professional development opportunities moving forward.

5. Foundational Skills

([Framework Section 5 pg 32.](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon's English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Through the use of our oral language curriculum (Heggerty) and our literacy curriculum (Wonders), students receive a full range of literacy skills, such as, phonemic awareness, explicit phonics, vocabulary and language development, comprehension and fluency. Our literacy curriculum is aligned with the current Oregon English Language Arts and Literacy Standards for K - 4.

Every student is provided with protected daily core literacy instruction for 1 hour. In addition to that 1 hour of core instruction, all students receive another 30 minutes of literacy support in an intervention or enrichment capacity. For the most struggling students in each grade level, they will receive yet another

30 minutes of literacy support to help close the learning gap. (This happens 5 days a week.) These supports are provided by certified teachers and reading specialists.

Our Special Education teacher uses the SRA Reading Laboratory and Reading Mastery to help provide explicit instruction in Foundational Skills for our students with IEP plans. Our Reading Specialist uses Corrective Reading and Horizons to provide instruction in Foundational Skills. Our certified EL teacher and the classroom teachers work together to create and deliver goals to help develop oral language, phonological awareness, and appropriate vocabulary. Our current Oregon aligned literacy curriculum provides explicit and systematic instruction and diagnostic support in letter recognition, phonics, concepts of print, phonemic awareness, word awareness, vocabulary development, and fluency.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

([Framework Section 6 pg 43.](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our early literacy program supports our teachers in providing a text rich environment for all of our students. Through our literacy curriculum, class libraries, school library, and free book giveaways, our students are exposed to diverse texts that purposefully support comprehension and cross curricular learning. Through the use of scope and sequence, explicit vocabulary instruction on grade-level words are explicitly taught and reviewed to ensure retention of the material.

Every student receives a substantial amount of time in each school day committed to literacy; this includes listening to, reading, thinking, talking, and writing about texts.

K-4 students are provided with each of the following 5 days a week:

- 1 hour of core reading instruction
- 30 minutes of reading intervention/enrichment
- 30 minutes of writing instruction

For the most struggling students in each grade level, they will receive an additional 30 minutes, 5 days per week, of literacy support.

Our literacy curriculum is well -rounded and includes a broad range of topics and subject areas. It incorporates Science and Social Studies as well.

7. Core Instruction & Assessment

([Framework Section 4 pg 24.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

All of our students are provided with the opportunity to have explicit instruction in literacy. Our instructional materials are approved by ODE and meet the criteria for adoption. Below is the list of instructional materials that are being used in our school to promote literacy development in every student.

- - Reading and Writing - McGraw Hill’s Wonders 2020
- - Explicit Phonics - Heggerty and McGraw Hill’s Wonders 2020
- - Special Education - SRA Reading Laboratory and Reading Mastery
- - Title I Reading- McGraw Hill’s Wonders 2020, Corrective Reading, and Horizons
- - Online Supports - IXL, Epic Reading Library, McGraw Hill’s Wonders 2020
- - Library class provided for every student once per week
- - Read Aloud by classroom teachers built into the daily schedule

The following is a list of our assessment indicators that are embedded in our early literacy program:

- - MAP Reading Fluency- Assesses Phonological Awareness, Phonics/Word Recognition, Oral Reading Fluency, and Comprehension
- - NWEA Reading Growth Assessment - Tracks the student’s individual growth with predictors of achievement and compares it to national norms.

8. Reaching All Learners

([Framework Section 8 pg 62.](#))

Indicators in a research - aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research- aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our multilingual learners are exposed to the core curriculum and are provided with explicit instruction in language development by the certified classroom teacher as well as the certified EL teacher. If a multilingual student is pulled out of class for support, it is never during core instruction. The support they receive in a pull - out capacity is one to one to maximize the learning opportunities. The EL teacher collaborates with the classroom teacher to ensure the work they are doing coincides with the literacy instruction and furthers to support the oral language development. Fortunately, we are able to provide our district assessment to our multi lingual students in their home language. We intend to have our EL Teacher work with and coach our General Education teachers on the most current best practices for our English Learning students.

Vision

Our vision:

We believe strong literacy skills - reading, writing, speaking, and listening - are essential in developing responsible, self - motivated learners. We support student's curiosity and critical thinking skills by providing diverse and relevant interactive opportunities and cross curricular connections using The Science of Reading. We will do this by advancing the awareness, understanding, and use of evidence - aligned reading instruction.