

Beaverton School District Early Literacy Success Grant Application

Program Review

- 1. Program Review; Student Belonging; 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, generally, for our early literacy program. In recent years the district has focused upon purchasing instructional materials that represent all of our students, particularly those from historically underrepresented focal groups and as such, several hundred thousand dollars of ESSER funds have been used to purchase classroom and library books that better reflect and honor student identity, language, and culture. Additionally, during the 2022-2023 school year the district conducted an extensive Strategic Planning Process that included the input of approximately 7,800 stakeholders, from this work a new district vision was established; "Belong. Believe. Achieve." and four initial priority areas were identified, the first of which was "Safe & Thriving: Student Safety and Well-Being", as such every one of our district schools worked with their school communities this past summer/fall to establish a School Improvement Goal related to student well-being and belonging.

- 2. Family & Community Partnerships; 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.)**

Beaverton School District values reciprocal partnerships with caregivers as collaborators.

Professional development has been provided to Early Learning teachers around acculturation, identity, challenging one's assumptions and implicit biases, creating genuine connections with families, and culturally relevant teaching practices that incorporate the rich cultural and linguistic diversity of our families. Every school is equipped with books representing and elevating our diverse community and print materials are accessible in the top 12 languages in our district.

Preschool teachers and caregivers collaborate through multiple home visits and conferences, focusing on families as the first teacher, literacy, and Habits of Mind.

Developmental milestones are celebrated with caregivers at conferences twice a year and caregivers are provided with ideas to supplement and reinforce the learning at home.

Additional opportunities are offered for educators, caregivers and community partners to share space to learn about and be responsive to student and caregivers' values, hopes, and funds of knowledge. Additionally, the district provides an overview of literacy learning progressions, Habits of Mind and Guiding Principles for Dual Language and engages families in playful literacy and storytelling through rich environments and multi-modal learning opportunities. As well as exploring interests through the scientific inquiry and imaginative play, inspiring oral expression, writing, and reading honoring families' full linguistic repertoires. Through group reflection and offering materials and books for their home, families discuss how they can enhance playful literacy methods outside of school.

The Beaverton School District is committed to sustaining and strengthening our early literacy program through consistent partnership with caregivers, educators and community partners.

3. Oral Language as the Root of Literacy Development; 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 a critical foundation for early literacy. There is substantial evidence supporting the idea that oral language plays a large part in the reading and writing skills children will develop as they enter and progress through school. Following are some key indicators of oral language being embedded in the Beaverton School District's early literacy program:

1. Phonological Awareness/Phonics: The district has dedicated many resources to the instruction and professional development of phonological awareness and phonics and the understanding that the primary role of oral language is laying the groundwork for foundational literacy skills. Every academic coach in the district has been, or is in the process of, being LETRS trained. Teachers use materials to provide explicit instruction in phonemic awareness and phonics (Heggerty for phonemic awareness; UFLI and other resources for phonics). The district also uses specific assessments for these foundational skills (Core Phonics Survey and IRLA).

2. Opportunities to Practice and Develop Oral Language: Our early learning department provides training, structures and resources for oral language development in the classroom. Inquiry, playful inquiry and Story Workshop are used and encourage collaboration in home languages. Multilingual skills are considered assets and honored in the classroom. These experiences build vocabulary and background knowledge for all students.

3. Families as Funds of Knowledge: The district engages families in conversations around honoring their full linguistic repertoire as well as inviting their cultural traditions & identities into the classroom. This is done through empathy interviews, family engagement events, caregiver workshops and Family Connect in kindergarten.

4. Reading Models Based in Research; 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.)

The Beaverton School District recognizes that the "Science of Reading" is a knowledge base rather than a specific curriculum, practice, or book. Professional learning has been provided to all district instructional leaders regarding the Science of Reading and evidence based teaching practices to better inform their understanding of literacy instruction, curriculum, and materials and the district is in its third year of having Academic Coaches and teachers at the elementary level engaging in professional learning related to research based literacy instructional practices. Further, the district is currently undergoing an adoption of Language Arts and English Language Proficiency instructional materials for grades PreK - 5 that align with the Oregon Literacy Framework and the Early Literacy Playbook.

5. Foundational Skills; 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.)

Knowing that foundational skills are critical to early literacy and the development of reading comprehension, the following resources and practices are embedded in our early literacy program:

1. Access to Instruction, Experiences and Practice: We have a 90 minute reading block which includes instruction in the full range of literacy skills: phonemic awareness,

explicit systematic phonics, vocabulary and language development, comprehension and fluency. Not only do students get explicit, systematic instruction, but they also get time to practice strategies in books and are given ample opportunity to engage with their peers, developing their oral language skills which are critical to building a strong foundation for reading.

2. High Quality Curriculum and Resources for all Children: The Beaverton School District employs a variety of resources to ensure all of the standards are taught. Most resources are in multiple languages and teachers collaborate with the multilingual department to ensure they are using strategies and resources for multilingual learners. The IRLA and Core Phonics Survey are used for ongoing formative assessment. Supports have been created for teachers and administrators to assess the fidelity of programs being used and to check for equity.

3. Collaboration: Co-teaching and collaboration with the multilingual department ensures teachers understand oral language development across diverse languages.

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

One of the first things the Beaverton School District did in the most recent adoption, before even adopting curriculum, was investing in classroom libraries. The district focused on bringing the following types of texts into the classroom:

1. Nonfiction Texts: The majority of reading a student will do in their lifetime is nonfiction so the district made sure that 50% of the books purchased were nonfiction and tied to content in order to build vocabulary and background knowledge to aid in access to materials and new learning.

2. Diverse Books: Representation matters, so it was critical that the district purchased texts which depicted the variety of racial, ethnic, and cultural groups within the district. We want our students to be affirmed in their identities while learning about others.

3. Authors of Color: We wanted books that had an authentic voice and lived experience to the stories that were told. What this also does is change the traditional narrative that has omitted or minimized contributions of black Americans. Students see themselves beyond oppression.

The second thing our district did was provide professional development to increase criticality in the classroom through the workshop model. With such a large and diverse selection of texts, there are many examples to draw from for reading & writing instruction and practice. The workshop model offers many opportunities for students to engage in listening to, reading, thinking, talking and writing about texts. Playful inquiry is also embedded in the early grades providing time to explore content through multi-modal experiences, materials and oral language.

7. Core Instruction & Assessment; 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.)

The district currently uses Units of Study as the core instructional material for literacy at the elementary level (K-5). While this is not a curriculum that is aligned fully with ODE's current criterion for adoption, all district elementary schools currently have access to supplemental and intervention materials (Heggerty, UFLI, and Lexia Core 5) that are aligned with ODE's criterion for adoption. Additionally, the district is undergoing an instructional materials review and adoption for Language Arts and English Language Proficiency this school year, in order to adopt literacy instructional materials for grades PreK-5 that will all fully meet ODE's criterion and provide all students with a high level of rigor while supporting them to meet the grade level learning standards. These instructional materials will be identified and adopted by the board this spring so that professional development can be provided to teachers in August of 2024 in preparation for full implementation at the start of the 2024-2025 school year. Additionally, while the district has used IRLA and ENIL as its core literacy assessment in the elementary grades in recent years with varying fidelity across its elementary schools, coupled with easyCBM for dyslexia screening of students in grades K-1, a workgroup comprised of a wide variety of stakeholders is currently undergoing a review of all district assessments with a plan to pilot 1-2 universal screeners for reading and math district wide, K-12, this school year with final selection of an assessment tool and framework to be adopted and fully implemented districtwide by fall of 2024.

8. Reaching All Learners; 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.)

Early learners attending our pre-kindergarten program receive instruction in literacy, with play incorporated into the lessons since young children have shown to improve language, math, and problem-solving skills after playing. Children receive differentiated support and instruction throughout the pre-K program and tutoring support.

For our newcomers that arrive with many years of interrupted education, we differentiate instruction for them by providing wrap around services that incorporate academic support in grade level content, support with first and second language acquisition, social worker support that helps students with social and emotional regulation, and services that help to stabilize the home environment, so students are able to concentrate on academics. Teachers in our newcomer centers are skilled at sheltering academic content and often bridge grade level learning with language acquisition strategies. We assess newcomers with the IRLA in English and ENIL in Spanish so teachers know the stronger language.

Students in our dual language programs starting at preK and up have access to instruction that strategically weaves two languages through bridging techniques. This weaving of languages ensures that students leaving and graduating with a dual language pathway are truly biliterate and are able to read, write, listen, and speak in two or more languages.

Application Planning

- 1. Professional Development and Coaching; 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.**

As the district works to adopt new literacy instructional materials, we need to recognize the changing professional learning needs of our educators to support our staff in getting up to speed on structured, evidence aligned Literacy tools and practices. The district will continue to resource the Early Literacy trainings, LETRS for educators and admin, and Eastern Oregon Reading Clinic coursework coordinated by NWRESD. We will also provide staff costs to attend parts of [Oregon Response to Instruction and intervention Statewide Supports](#). Therefore the district will use funds from this grant on training and extended pay.

- 2. Extended Learning; 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.**

Funding will be used to continue to offer the district's CAMP ACHIEVE summer school program for students in grades K-3 who would benefit from extended learning opportunities over the summer that are focused on literacy using research-aligned literacy instructional strategies.

- 3. High-Dosage Tutoring; 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.**

Partnerships have been established with two high-dosage tutoring partners. These partners will begin serving students in grades 1-3 at six of the district's elementary schools during the 2023-24 school year with the goal of expanding to additional schools during the 2024-25 school year.

- 4. Student Growth Assessment; 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 district has used IRLA and ENIL as its core literacy assessment in the elementary grades in recent years with varying fidelity across its elementary schools, coupled with easyCBM for dyslexia screening of students in K-1. A workgroup comprised of a wide variety of stakeholders is currently undergoing a review of all district assessments with a plan to pilot 1-2 universal screeners for reading and math district wide, K-12, this school year with final selection of an assessment tool and framework to be adopted and fully implemented districtwide by fall of 2024. Currently four tools are being considered; STAR, iReady, MAP, and edmentum. Regardless of which tool is ultimately selected the focus will be upon student growth and will be implemented districtwide as part of our MTSS system.

Communication Plan

Reflect on the different ways you communicate with your district's partners. For each partner you'll need to "check the boxes" in your application.

Other School Districts:	Elementary Schools in Your District:	Families in Your District:	Community Members in Your District:
<input type="checkbox"/> Survey	<input type="checkbox"/> Survey X	<input type="checkbox"/> Survey X	<input type="checkbox"/> Survey X
<input type="checkbox"/> Focus Group	<input type="checkbox"/> Focus Group	<input type="checkbox"/> Focus Group X	<input type="checkbox"/> Focus Group
<input type="checkbox"/> Round Table Discussion	<input type="checkbox"/> Round Table Discussion	<input type="checkbox"/> Round Table Discussion	<input type="checkbox"/> Round Table Discussion
<input type="checkbox"/> Community Group Meeting	<input type="checkbox"/> Community Group Meeting X	<input type="checkbox"/> Community Group Meeting X	<input type="checkbox"/> Community Group Meeting X
<input type="checkbox"/> Website	<input type="checkbox"/> Website X	<input type="checkbox"/> Website X	<input type="checkbox"/> Website X
<input type="checkbox"/> Email	<input type="checkbox"/> Email X	<input type="checkbox"/> Email X	<input type="checkbox"/> Email
<input type="checkbox"/> Paper Newsletter	<input type="checkbox"/> Paper Newsletter	<input type="checkbox"/> Paper Newsletter	<input type="checkbox"/> Paper Newsletter
<input type="checkbox"/> Social Media	<input type="checkbox"/> Social Media X	<input type="checkbox"/> Social Media X	<input type="checkbox"/> Social Media X
<input type="checkbox"/> School Board Meeting	<input type="checkbox"/> School Board Meeting X	<input type="checkbox"/> School Board Meeting X	<input type="checkbox"/> School Board Meeting X
<input type="checkbox"/> Quarterly Report	<input type="checkbox"/> Quarterly Report	<input type="checkbox"/> Quarterly Report	<input type="checkbox"/> Quarterly Report
<input type="checkbox"/> Annual Report	<input type="checkbox"/> Annual Report	<input type="checkbox"/> Annual Report	<input type="checkbox"/> Annual Report
<input type="checkbox"/> Open House Night	<input type="checkbox"/> Open House Night X	<input type="checkbox"/> Open House Night	<input type="checkbox"/> Open House Night
<input type="checkbox"/> Other (type out)* NWRESD C&I Meetings	<input type="checkbox"/> Other (type out)* ParentSquare X	<input type="checkbox"/> Other (type out)* ParentSquare X	<input type="checkbox"/> Other (type out)* Community Partnerships eg. Chamber of Commerce X

Matching Funds

Step 1: Review the [Preliminary Allocations](#) for your District. Calculate what .25 of that amount is.

Step 2: Reflect on the different ways you are spending \$ on PreK-3rd grade. For this Jumpstart Biennium the matching funds can be used broadly to support literacy.

Beaverton School District Required Matching funds:

2023-24 School Year: \$710,729.16

2024-25 School Year: \$739,738.52

Hiring	The district has used SIA funds to hire 17 FTE of Academic Coaches to support literacy at the elementary level at a cost of \$2,358,032.77 during the 2023-24 school year and an additional \$2,499,514.74 has been allocated for the 2024-25 school year.
Purchasing Curricula & Materials	<p>The district has allocated \$316,888.25 on Elementary Literacy Professional Development and materials for the 2023-24 School year, as well as an additional \$316,888.25 for the 2024-25 School year using SIA funding.</p> <p>Additionally, \$1,100,000 has been allocated for the purchase of Elementary Instructional Materials and Professional Development during the 2023-24 School year using general funds (State School Funds).</p>