

# Early Literacy Grant

Three Rivers School District ~ 2023-2025

## Step 1: 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.

### Directions

This review is developed to help applicants think deeply into the design of their efforts and should be completed before the application template, application, or inventory and budget. **Complete a reflection for each Section below (1-8).** Be sure evidence and a connection to the indicators is provided in each section. Applicants should consider including perspectives from across the early literacy program (i.e., teachers, administrators, students, families) when completing this reflection.

### 1. Student Belonging

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

**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.)

Three Rivers School District promotes a research-aligned, culturally responsive literacy program grounded in equity and inclusive practices; we believe all students are capable of reading and therefore all students have access to Tier 1 instruction. The use of Journey's (core literacy program), have reinforced the development of rigor within our schools. As part of our literacy program, we have worked to support all students, particularly those from historically marginalized groups, by regularly monitoring student progress and providing both core and small group instruction, targeted interventions, as well as extra time and support as needed. Additionally, in efforts to affirm the intersectionality of students and to honor and recognize the multifaceted aspects of their cultural identity, we ensure our instruction builds awareness of marginalized populations and works to reverse negative stereotypes that may exist in some traditional literature. By doing this, our goal is to help students "see" themselves in the literature we are asking them to interact with. With the foundational belief that all learners are capable of reaching high standards, teachers are aided in their acquisition of strategies and practices that support Social and Emotional Learning within the classroom by using Second Steps curriculum. By strengthening SEL in conjunction with rigorous standards, our objective is to help students connect, access their own voice,

and build community inside the classroom. Finally, the district will adopt a new ELA curriculum during the 2024–2025 school year with the goal to diversify our text to increase the presence of diverse populations.

## 2. Family and Community Partnerships

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

**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.)

Parents and caregivers are honored as their child’s first teachers in supporting early literacy development at home and in the community. Teachers support and engage families as full partners by meeting with families the Spring before Kindergarten starts to provide valuable resources. At “Ready for K”, families are provided with information on developmental milestones, the importance of reading daily with their child, and strategies to support home and dual language development. Teachers promote the core concepts of [Oregon’s Early Learning and Kindergarten Guidelines](#), as their Kindergarten curricula reflect high-quality facilitated play-based activities and individualized assessment instruction and support services. Teachers demonstrate a deep understanding of the progression of early literacy skills and knowledge from pre-Kindergarten through the end of the Kindergarten year. Three Rivers partners with several community agencies to help support families as their child gets ready to enter Kindergarten. Agencies such as Head Start and Southern Oregon Early Learning Hub provide professional development for pre-K and Kindergarten teachers on best practices for meeting all student needs in the area of literacy. Well-equipped school libraries play a vital role in fostering a lifelong love of learning and positive outcomes on student reading achievement. For students in focal groups, school libraries can help bridge the opportunity gap for students from historically and systemically marginalized communities by providing equitable access to books and a welcoming supportive environment. Josephine County Public Library is a resource to teachers and families as well, offering extended after school and summer literacy engagement opportunities.

## 3. Oral Language as the Root of Literacy Development

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

**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.)

A robust oral language development lays the groundwork for effective phonemic awareness, which is the starting block for decoding and encoding language. As such, our literacy program Journey’s promotes consistent exposure to rich language environments that include the use of storytelling to promote oral language development as well as to honor and value the varying home languages, dialects, and cultural histories oral language contains and preserves. Through the use of Family Literacy Nights and other community engagement events, educators learn about the diverse cultural and linguistic backgrounds of

the students and community they serve. Teachers engage students in oral language development tasks in English as well as in their home language. Our standards aligned literacy curriculum Journey's, along with equitable and inclusive instructional practices from Heggerty, help to ensure that students are actively taught phonemic awareness. Multilingual students continue to develop their home language through small group instruction from Systematic ELD led by trained staff, as this is foundational to their literacy development. Professional development and guidance from Title I Intervention Specialists prepares our educators to provide mastery level feedback to all students, through asset-based instruction and assessment. In this way, educators support multi-dialectic, multilingual and monolingual students to develop strong early literacy skills. Finally, our 4th grade teachers deliver lessons that support Tribal History Shared History to encourage storytelling to honor their indigenous language.

## 4. Reading Models Based in Research

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

**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.)

We value the research that teaches us how reading skills develop and ways in which the brain learns. The models depicted have informed us as educators about which instructional strategies work, and how to assess the outcomes of our teaching. The Oregon Department of Education English Language Arts Adoptions address many of the essential components of literacy. We will be using these components during the 2024-2025 school year as we adopt new ELA materials to support classroom instruction. We are finding that our teachers want more professional development on how to most effectively make use of the time spent on word recognition and understanding of spoken language for reading comprehension to occur. They also request additional training on Dyslexia Screening, which we will help provide to all elementary schools. The models shown in the Literacy Framework all support this equation of professional development for educators and we will benefit from this training with the help of this Early Literacy Grant. There are several different cultures within our district, and we strive to honor, respect, and support each student's background knowledge, oral language development, and sociocultural experiences while also using research based practices to support teachers and students.

## 5. Foundational Skills

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

**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.)

Our district is aligned in all schools offering the same number of minutes for ELA and Writing instruction. Language Arts Block each day consists of 120 minutes, which provides adequate instructional time. Foundational skills have long been at the epicenter of the reading programs for K-2, but we now blend them into grades 3, 4, and 5 for students needing this additional foundational knowledge. The Learning

Progression (found on p. 39 of the framework) shows the importance of continuing to work on foundational skills through the intermediate grades. To ensure every child can read at grade level, we employ the DIBELS screeners and a response to intervention to structure small group instruction to meet individual needs for foundational skill-building. We have established data analysis protocols and look closely at the data we gather on each student during data team meetings, PLC's, grade level meetings, parent conferences, and data chats with the students themselves. We work diligently to align our instructional practices with every child's needs, including multilingual students. We use the core adoption for Tier I and added programs such as ECRI, Correct Reading, Bartons, and many others for Tier II and Tier III. Our teachers want ongoing professional learning to support implementation of the Language Arts adoption and intervention programs; we plan to offer this training using Literacy Grant funds.

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

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

**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.)

We have invested in high-quality reading materials including books, magazines, reference books, etc. for our classrooms and school libraries. These collections include literature as well as informational books that can pique a student's interest and develop new ways of thinking. We use these books for guided reading, to support the core adoption materials, and broaden the students' understanding of themselves and a greater sense of the world around them. We intend to add to these collections and will select materials that align with the latest brain research and ODE requirements. Writing and reading are symbiotic and together bring purpose and validity to a child's growing literacy. We will offer additional training once the district adopts the new ELA curriculum during the 2024-2025 school year. Additional professional development will be offered to support the implementation of resources for Tier II and III. To support Social Studies standards, we have identified books for grades K-5 that can be used during small group instruction and that address both the ELA and Social Studies grade level standards. We know students' background knowledge adds to their comprehension and teachers ensure that, prior to reading selections, they allow valuable time for plenty of discussion, so students can learn from one another and hear other points of view. Throughout the entire day, children are busy thinking about their reading, how to discuss it, ways to deeply listen, and how to write their best ideas for a specific purpose.

## **7. Core Instruction & Assessment**

[\(Framework Section 7 pg 54.\)](#)

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 current adoption, Journey's, was on the approved ODE list when the adoption took place. We have aligned all elementary schools to ensure that all students K-5 receive a minimum of 120 minutes per day of ELA instruction. Educators that support early literacy development have been trained in using the core curriculum Journey's, the various intervention programs for Tier II and III, as well as the benchmark assessment DIBELS. These professional development opportunities support teachers in both delivery of instruction and also assessment of foundational skills. Our goal is for all students to have access to consistent, uninterrupted, high quality core instruction that aligns instructional materials, strategies, and grade level standards to create a connected literacy learning experience for all learners. Additionally, through the consistent and timely use of universal screening, progress monitoring, interim assessments, and summative assessments,, student strengths and areas of growth are identified and communicated to the student to move the learner toward the learning goal. Our educators work within grade level teams to identify areas within the literacy program that need improvement, and generate ideas and tools to expose all students to grade level texts, tasks, and talk with asset-based feedback. All teachers in Three Rivers schools participate in a collaborative process to review student data, determine strengths and areas of additional support needed, and share instructional practices that have the highest impact on learning. This team approach to standards-based teaching and learning will have long term effects on student achievement and teacher professional practice.

## 8. Reaching All Learners

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

**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.)

In order to reach all learners, we recognize that all students are language learners and the intentional language instruction strategies that are required to help multilingual students access core curriculum is also beneficial to monolingual learners. Teachers utilize skills learned through professional development to emphasize oral language and promote student-to-student interactions. Multilingual language learners are ensured core literacy instruction with exposure to rich academic language, and additional language instruction outside of the core literacy block is provided by English Language Learner staff. Our vision for early literacy starts with engaging with families pre-Kindergarten and while at school, ensuring they receive rigorous, developmentally appropriate instruction to solidify foundational skills. With the implementation of Professional Learning Communities, we are seeing an improvement in the assessment data for our multilingual learners as well as our monolingual learners. Additionally, to honor the student's home language and build confidence and efficacy we utilize Systematic ELD instruction for English Language Learners and create opportunities for students to make connections between English and their home language. Each school has an established process to identify students who have not responded to targeted interventions and additional time and support to learn grade level standards. The Director of Special Education is integral in this process and if appropriate, students are referred for special education assessments. Finally, each school has an identified Talented and Gifted Coordinator who ensures that all TAG processes are followed and students are receiving the differentiated instruction needed.

---

# Step 2: **Application Planning Template**

## **Directions**

Each of the following questions will be required in the Application. Limit response to EACH question/prompt to 250 words or less.

## **Required Questions**

### **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; and
  - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

To enhance early literacy instruction, our approach encompasses a multifaceted professional development and coaching program designed to empower teachers and administrators with research-aligned literacy strategies. In the 2024-2025 school year, a pivotal step will be the recruitment of an Early Literacy Coach, specializing in evidence-based literacy practices.

The professional development sessions will concentrate on cultivating a deep understanding of research-aligned literacy strategies, particularly those proven effective in early literacy development. Our primary target audience includes teachers, literacy specialists, and administrators responsible for shaping literacy initiatives. The coaching sessions will emphasize the implementation of Tier I, Tier II, and Tier III interventions tailored to individual student needs.

Specifically, the professional development will incorporate comprehensive training on dyslexia screening, equipping educators to identify and support students with dyslexia effectively. The chosen literacy assessments will encompass dyslexia screening tools endorsed by research. Additionally, early literacy

strategies will be emphasized, focusing on evidence-based curricula and digital resources aligned with current research findings. The coaching sessions will facilitate hands-on practice, ensuring fidelity in implementing these strategies in diverse classroom settings.

Moreover, our professional development will introduce and guide the utilization of specific literacy tools and assessments aligned with our Tier II and III interventions, all designed to measure progress and inform instructional decisions. This comprehensive approach aims to create a cohesive and informed educator community committed to advancing early literacy outcomes through research-aligned strategies.

## 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; and
  - who will provide the extended learning and their qualifications.

Three Rivers School District will not be using funds from the Early Literacy Grant to offer Extended Learning. Upon approval from the 2024 Oregon Legislative Session, we are planning to use those funds to offer additional time and support during Summer 2024 and Summer 2025 for students in Kindergarten through 5th grade who need ELA support. We will also use additional funding to support "Ready for Kindergarten" to provide extended time for those students who are entering Kindergarten for the first time.

## 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<sup>1</sup> addressed (at least reading and writing);
  - who will provide the high dosage tutoring and their qualifications;
  - duration and frequency; and
  - how the tutoring is developmentally appropriate, including how it is responsive to student needs.

Our high-dosage tutoring program will seamlessly integrate reading and writing to create a comprehensive literacy intervention that addresses multiple language domains. To ensure the effectiveness of this program, trained and qualified staff will deliver daily sessions for at least 10

---

<sup>1</sup> Reading, Writing, Speaking, and Listening.



weeks, employing developmentally appropriate practices and maintaining a culturally responsive approach.

The tutoring sessions will prioritize both reading and writing, recognizing the interconnected nature of these language domains. Staff delivering instruction will be selected based on their expertise and ability to support all students. Their training will emphasize the understanding of developmentally appropriate practices, ensuring that the tutoring is tailored to meet the unique needs of each student.

The daily sessions will be of sufficient duration to allow for meaningful engagement and progress, fostering a consistent and supportive learning environment. The 10-week duration is designed to provide an intensive and sustained intervention, promoting lasting gains in both reading and writing skills.

Developmental appropriateness will be a cornerstone of our tutoring approach. Tutors will conduct thorough assessments to identify individual student needs, tailoring instruction to meet students at their current developmental level. This personalized approach ensures that the tutoring is responsive to each student's unique strengths and challenges, fostering a positive and effective learning experience. Additionally, our tutors will be trained to infuse cultural responsiveness into their instruction, recognizing and valuing the diverse backgrounds and experiences of the students they serve.

## **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.

Three Rivers School District currently uses DIBELS 8 Reading Inventory. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. DIBELS has full support of benchmark assessment data for universal screening in reading. DIBELS is able to track students' level of performance and rate of improvement by progress monitoring. DIBELS Zones of Growth provides teachers an easy way to set individualized literacy goals, review growth percentiles, and evaluate students' progress. We will continue to use DIBELS Reading Inventory to support all students in their growth assessment and the data can be disaggregated by student groups who have historically experienced academic disparities.