

Corbett School District: Early Literacy Grant Application

December 20, 2023

Presenters:

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Corbett School District: Early Literacy Grant Application

Enrolled House Bill 3198

SECTION 4. Eligibility for grants

(4) An application described in subsection (3) of this section must be presented and approved by the school district board or the governing body of the public charter school at an open meeting following:

- (a) Oral presentation of the application by an administrator of the school district or public charter school to the school district board or the governing body of the public charter school; and
- (b) Opportunity for the public to comment on the application.



Early Literacy Success School District Grants

What: Non-competitive, application-based, annual grant-in-aid

Who: School districts and eligible public charter schools that are elementary schools

Why: To support comprehensive early literacy plans that are research-based and culturally responsive

When: Application deadline January 8, 2024

How Much: \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account



Why the Early Literacy Success School District Grant Matters

- Literacy is the foundation for learning.
- "Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is freedom from—from ignorance, oppression, poverty—and freedom to—to do new things, make choices, and learn." *Kōichirō Matsuura, former Director-General of UNESCO.*
- Securing an Early Literacy Success School District Grant is the best way for our school district to have the resources necessary to boost and enhance our ability to deliver high-quality literacy instruction and interventions.
 - We can opt to customize how the funds are spent in many ways, and we plan to use our funds for staffing, professional development, high dosage tutoring, and curriculum
- Through this grant, our students will grow their literacy skills and become stronger readers and writers. This can lead to many benefits, including an increased sense of belonging, improved attendance, and increased graduation rates.



Early Literacy Success School District Grants

Allowable uses include:

Professional development and coaching in research-aligned literacy strategies for teachers and administrators in early elementary grades.

Extended learning programs that use research-aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors.

High-dosage tutoring that integrates reading and writing and is delivered by a qualified tutor.

The adoption and implementation of curricula that uses **research-aligned literacy strategies**.

Literacy specialists, coaches or interventionists to support all of the above



Early Literacy Plan and Allocation

Our application for the Early Literacy Success School District Grant covers the initial 2023-2025 biennium and was submitted by January 8, 2024.

Allocations for each year:

2023-24 School Year

- \$78,521.23 (.5 intervention specialist and .65 educational assistant)

2024-25 School Year

- \$81,726.18 (.5 intervention specialist and .65 educational assistant)

25% Matching funds come from Title 1A



Early Literacy Program Review

Our Literacy Team reviewed our curriculum and materials, assessments, professional development, instructional practice, classroom environment, and family and community engagement in the areas of:

- Student Belonging
- Family and Community Partnerships
- Oral Language as a Root of Literacy Development
- Reading Models Based in Research, and Foundational Skills Writing
- Reading, Comprehension, Vocabulary, and Background Knowledge
- Core Instruction and Assessment
- Reaching all learners



Early Literacy Program Review

Strengths...

Honoring the uniqueness of each student

Professional Development (LETRS)

Updating foundational skills curriculum (Foundations)

Gathering data to better inform instruction

Not yet...

Assessment alignment to State Standards

Culturally responsive curriculum (ongoing)

Providing ELA coaching for classroom teachers



Research-Aligned Curriculum

Foundations K-3

Foundations is a research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques.

Wit and Wisdom 2/3

Students read authentic, complex texts while practicing reading, writing, speaking and listening, and vocabulary together to build knowledge of the world around them.

Words Their Way

Words Their Way is a supplemental literacy program that provides all the resources needed to personalize word study instruction to meet individual student needs.



Inventory

- Foundations - early literacy skills
- Words Their Way - spelling and morphology
- Wit and Wisdom - ELA for 2/3
- Heggarty - phonological awareness
- Fly Leaf - decodable books
- Geodes - decodable books
- PDX Reading Specialist Kits - phonics and phonemic awareness
- Building Vocabulary - vocabulary skills



Professional Development and Coaching

- CSD K-5 teachers are currently in year two of LETRS professional development
- Developed a phased approach, starting with foundational training in LETRS principles and gradually moving towards specialized topics
- Listen to ongoing feedback mechanisms to ensure the professional development aligns with the evolving needs of teachers
- Honor a community of practice where educators can share successes, challenges, and insights related to the implementation of LETRS strategies
- Providing an instructional coach for teachers in grades K-6



Extended Learning Programs

For the past two years, we have invited all entering kindergarten students to join Corbett Grade School and CAPS for Kindergarten Camp in August

- Introduction for students to meet teachers and the routine of school
- Our reading specialist accessed each student with the help of an educational assist
- Lessons were provided to engage students in beginning literacy skills
- Planning for Friday or after school support 2024-25 school year for students receiving intervention services (survey to establish interest and preference of time/day)
- We would use classroom teachers, our trained intervention assistants, and our regular substitutes that are familiar with our students and how literacy is taught in our school



High-Dosage Tutoring

- Currently 120 students are receiving ELA intervention services
- Using a tier model to provide targeted instruction
- Certified teacher implementing curriculum and progress monitoring of student growth
- Educational assistants provide daily small group instruction and one-to-one instruction
- Student Assistant Team (SAT) meetings are three times a year to discuss individual student growth and progress



Student Growth Assessment

- DIBELS Assessment K-6 (three times per year)
- NWEA MAP Assessment 2-8 (two times per year)
- Foundations progress monitoring
- PAST (phonological awareness screening test)
- LETRS word reading screener
- Diagnostic Letter knowledge survey



Communication Plan

Other School Districts

Portland Reading Council, Oregon State Literacy Association, Oregon Council of Teachers of English, district website, social media

Elementary schools in our district

Discussion is ongoing between our two schools
Staff meetings with both schools present to review progress

Families of the school district

Survey, PTA Meetings, Site Council, School Newsletter
District Website, Email, Social Media, School Board Meetings, and Literacy Night

Members of the school district community

Site Council, Website, Social Media, School Board Meetings, Literacy Night, and Grange



Early Literacy Success Initiative Resources

- [The text of House Bill 3198 which created the Early Literacy Success Initiative](#)
- [Oregon's Early Literacy Success Initiative Overview](#)
- [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#)



Questions or comments

