

2023-25 Oregon Early Literacy Grant Application

Grantee Name: Adel SD 21

PRT1. What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? Our early literacy program is a priority in our School. We purchased an approved curriculum and have it embedded in our kindergarten transition program up through 8th grade. The Board has made a financial commitment by adding a fourth day to our KTP and hiring a second teacher for our K-8 program(5:1 student-teacher ratio) to support our ELI. In addition, we use an SEL based character curriculum weekly provided by our ESD.

In addition, we worked collaboratively with a licensed librarian when purchasing new media from the small school's library revitalization grant. We had a focus on updating our collection, with a lens on increasing student access to DEI-themed novels.

PRT2. What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? As a rural remote frontier school, it is no surprise that 9 out of our 10 students have parents who are employees or board members of the school. Our curriculum has built-in school-home activities that are assigned regularly.

The district works side by side with the ESD's EC/ECSE and Take Root Parenting to provide our families with resources as the child grows so that they are prepared for pre-K as best as possible.

We use a resource provided by the ESD to ensure our library is well-equipped and provides the best possible selection of material for our students in a warm welcoming environment. Last year, staff used the library revitalization grant to upgrade our book collection and purchase new furniture.

Our community has a wild horse facility that allows our k-8 students to visit regularly to see the newly arrived horse. The school makes this an opportunity to write for a purpose, as the students write essay to advocate a name choice of their liking. Kindergarten students draw pictures and label them using phonetic words to illustrate their name choices.

PRT3. What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? Once again, the board supported the schools request to hire a second teacher when the district went from grades 4-8 to grades K-8. The main reason for the request was to have the appropriate amount of teacher time to support our younger students in literacy. The district's curriculum is heavy on phonemes and phonemic awareness. The Geodes readables, allows our early readers to read information-rich books that are rich in culture and worldly experiences.

Our community is built on a long tenure of generational family ranches and therefore we value our families in our school and their cultures.

With our small remote rural location, our school and community are culturally rich with heritage and history. The school staff uses this trait to enhance the learning and lessons at the school daily. We use local community members to share with our students the rich history of our area, including the indigenous people who once lived here.

In the core ELA curriculum, Wit and Wisdom, after each unit, all grades from K-8 have 'Socratic Seminars' built into the assessment. Students follow classroom norms when speaking and listening during the seminar. Academic and domain and culturally specific language is used throughout the seminars in preparation of speaking and listening in real world situations.

PRT4. What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? Our staff is very involved with the Eastern Oregon REN and along with

professional development provided through our curriculum provider they routinely are refreshed on the best practice of “the science of reading.” Our curriculum is a very comprehensive program that builds students’ knowledge and skills to be successful readers, writers, and communicators.

Our teachers were adamant that when we added K-3 students that we would need the new curriculum, increased professional development and the increased staff in order to provide a learning environment that would set our students up for literacy success.

Our screener (Star 360 from Renaissance Learning) screens for Phonological Awareness, Rapid Naming Skills, Letter and Sound Correspondence, and we also question families for any known dyslexia, or other reading difficulties.

PRT5. What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? We use Great Minds Wit and Wisdom, along with Geodes, and Wilson Foundation Phonics Curriculum, for our ELA Curriculum. We also use Renaissance Learning Star 360 Screener, and progress monitor, Wilson Inventory, and Wit and Wisdoms progression of learning so we can meet the needs of our students. Students are exposed to instructional practices of phonemic awareness, explicit systematic phonics, vocabulary, and language development, comprehension, and fluency, with fidelity

Staff follows the approved curriculum standards for each grade provided by the state. They also will routinely use the provided informal assessments/progress monitors to ensure the effectiveness of instruction for every student regularly.

PRT6. What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? The Wit and Wisdom curriculum is a text-rich curriculum that ties students’ learning across units and subject areas. The use of response journals in this program allows students to reflect on their new learning and write it out.

Texts are novels, picture books, non-fiction reference books, and story books that allow students to learn to be an active reader. Books are engaging and utilize high level vocabulary with intentional instruction. Teachers use the ELA curriculum to provide cross curricular references in Science and Social Science. This allows students to make connections to real world applications, further deepening their understanding about the world around them.

With a 5:1 student-to-teacher ratio our students receive during the day multiple times to be actively engaged with peers and teachers on their learning. This setting allows all students to be active in listening, reading, thinking, talking and writing about their lesson.

PRT7. What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? Our core instructional materials are on the ODE adopted list, and were rated exemplary by the curriculum review committee. We follow a systematic approach for implantation throughout all subjects in the K-8 instruction.

With a 5:1 student-to-teacher ratio our students receive during the day multiple times to be actively engaged with peers and teachers on their learning. This setting allows all students to be active in listening, reading, thinking, talking and writing about their lesson. In addition, our teacher with these numbers, can focus the formative assessments and make needed adjustments specifically for each student in the school.

The use of unit tests and screeners (at least 3 times a year) allows teachers to pace and monitor instruction and strategically evaluate students’ development. We have staff trained in dyslexia identification and have the tools and resources necessary to support identified students when needed.

PRT8. What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? Our curriculum allows for and supports differentiated instruction, along with our student population size and staffing we are more than able to meet the learning needs of all our students. The school

works closely with special education staff that is provided by the ESD so that we have the best collaborative approach for our special needs students.

APT1. Professional Development and Coaching Both teachers are involved in the writing cohort, provided through EOREN. Staff also uses the video PD provided in the Wilson curriculum. Due to our location and lack of qualified substitutes the ability to travel to PD is difficult.

We also rely on the ESD's curriculum specialist and ESD-hosted PD. Again, due to geographical isolation and the size of staff, we are reliant on our educational partners the ESD and REN.

We will work with the ESD, REN, and other county schools to collaboratively for meaningful PD in the area.

APT2. Extended Learning Our area is a ranching/farming community that relies on school transportation and supervision for any extended activity. With that being said, we are not financially available to offer any extended learning opportunities during the school year.

We will investigate the feasibility of a summer program this spring.

APT3. High-Dosage Tutoring Last school year, 2022-23, when the District opened its enrollment from 4th-8th grade to K-8th grade it also committed to our younger students learning by approving a budget that allowed for a second teacher to specifically allow for teaching strategies such as "High-Dosage Tutoring." We currently have two (2) highly qualified teachers for ten (10) students.

We plan to use part of the grant dollars to support this staffing model, specifically during the times that the students are benefiting from one-on-one to small group instruction and remediation in literacy

APT4. Student Growth Assessment We use Star testing along with IXL, some of the grant money will be applied to these purchases. Both these tools give the teachers disaggregated data on our students which support and drive instructional practices.

APT5. What communication strategies will be used to engage with other school districts? Focus Group, Roundtable Discussion, Email

APT6. What communication strategies will be used to engage with elementary schools of the school district? Focus Group, Roundtable Discussion, Website, Annual Report, We are the only school in our district, we do collaborate with schools in our ESD and EOREN

APT7. What communication strategies will be used to engage with families of the school district? Survey, Roundtable Discussion, Community Group Meeting, Website, Email, School Board Meeting, Annual Report, Open House Night

APT8. What communication strategies will be used to engage with members of the school district community? Survey, Email, School Board Meeting, Quarterly Report, Annual Report, Open House Night

APT9. Name the fund source(s) for the 25% match. N/A District has 12 students total

APT10. If applicable, a fund source is named for the 4th and/or 5th grade match.

APT11. 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, Professional Development & Coaching

APT12. Name your fiscal agent for this grant agreement. Adel SD 21

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