



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Early Literacy Success Application

January 3, 2024

Program Review

Student Belonging

JCSD includes the communities of Metolius, Madras, and Warm Springs; the Confederated Tribes of Warm Springs; and the Big Muddy-Washington Family Ranch. Of 2,730 students, 35% are Native American, 32% Latino, 32% White, and 2% other. All students qualify for free lunch, and we have a 16% mobility rate across schools. 7 of 10 schools have K-2 students. Our diverse population, combined with persistent barriers associated with poverty, and the fact that segments of our population have historically been underserved, directly impede our students' academic success.

The adoption of *Benchmark Advance(BA)* and *Adelante* K-2 ELA programs in 2022 was a robust process that included teachers, equity team, and family/community involvement. A top criterion in our review process included selection of materials in which our students see themselves and their culture in stories and illustrations, and that are historically accurate at the local/national level, culturally relevant, and anti-bias.

BA uses literature to develop real-world perspectives. Stories and articles build awareness of various perspectives, and address the experiences of diverse populations. Materials reflect and honor student identity and culture. Research based lessons include opportunities for peer to peer listening and speaking.

Our MTSS, supported by weekly PLC time, is the foundation that ensures every student in our district receives additional time and support needed to learn at high levels. Staff members understand their role in working toward a shared vision for literacy, and are committed to providing timely, targeted, systematic literacy interventions for all students needing them.

We provide training annually for teachers based on Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. Through this work, teachers understand that cognition and culture are linked, and acquire responsive, asset-based actions and resources that are vital to addressing achievement gaps commonly associated with communities that have been historically underserved.



Family and Community Partnerships

JCSD values partnerships with families and recognizes them as key allies in support of student learning, health, and well-being. Each Title 1A school facilitates family engagement events at least three times per-year, and teachers conference with families at least two times per-year around student learning and developmental milestones. Caregivers are provided with materials/resources to help support learners through these interactions with schools. Newsletters, social media, Blackboard Connect, etc. are also used to communicate with families and provide learning resources.

A few of our community partners that enhance literacy learning, provide student enrichment, and systems of care in our schools and after-school programs include:

*Confederated Tribes of Warm Springs(CTWS) and WS Tribal Cultural and Heritage Department-provides culture and heritage language expertise and dedicate staff to teach daily language and culture programs.

*SMART Reading and Jefferson County Library-enhances literacy success by providing shared reading time with volunteers; books for students.

*BestCare Treatment Services, Prevention Program-provides education on alcohol and drug abuse prevention.

*OSU Extension Nutrition Dept-provides nutrition education.

*Caldera Arts-provides mentorship using art and environmental education.

*HDESD Culture of Care-provides adult learning and school support in areas of trauma-informed care, restorative practice, behavior de-escalation, etc.

We host our own pre-school and day-care, and partner with Jefferson County community preschools to enhance kindergarten readiness. As a district, we have an aligned literacy progression of skills to support teachers in meeting students' needs from entry to the end of kindergarten.

JCSD meets all of Oregon's Division 22 requirements related to libraries and media services. We have a full FTE certified district librarian who facilitates all school library programs. Our library program hosts and participates in two annual literacy engagement events for students, the first grade annual Gift of Literacy Program and the Oregon Battle of the Books.

Oral Language as the Root of Literacy Development

JCSD prioritizes oral language development in early literacy. Our educators understand that as children acquire more words and learn to use them in meaningful ways, they are better able to understand and use written language. *Benchmark Advance(BA)* and *Adelante* K-2 ELA/SLA programs provide oral language development instruction in grades K-2 through the use of systematic and explicit routines in phonemic awareness, listening comprehension, structured conversations, shared writing and vocabulary building.

JCSD K-2 teachers also utilize *Enhanced Core Reading Instruction*. *ECRI* is a tier 1&2 program featuring teaching routines designed to increase the efficiency and effectiveness of reading instruction. *ECRI* has enhanced *BA* to make instruction more explicit, and systematic to support the reading achievement for students at risk for literacy-related disabilities, as many students are in our focal student populations.



Our BA Spanish companion program *Adelante* allows students to learn and practice oral language in their home language and is utilized in our Mariposa Dual Language School and in all schools with students who are new-comers. Multilingual learners are supported by comprehensive language development and explicit vocabulary instruction by certified English Language teachers.

We value our partnership with the Confederated Tribes of Warm Springs and WS Tribal Cultural and Heritage Department, who provide culture and heritage language expertise in our schools, dedicate staff to teach daily language and culture programs during the school day, and assist educators in developing language and heritage units for implementation in classrooms.

We provide training annually for teachers based on Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. Through this work, teachers understand that cognition, culture, and language are linked; and acquire responsive, asset-based strategies and resources that are vital to supporting multilingual learners.

Reading Models Based in Research

Benchmark Advance & Adelante, are aligned to the Science of Reading (SoR) and the Oregon's Early Literacy Framework designed to reflect current and confirmed research on learning and teaching reading. Both the Simple View of Reading and Scarborough's Reading Rope, which explain that reading comprehension is a product of decoding and language comprehension and how they work together, are foundational to the program's design. Systematic phonics resources aligned to SoR for grades K-2 include *Benchmark* phonics, decodable readers and fluency builders, decodable stories and passages, and sound-spelling transfer kits. Lessons include daily application to reading and writing, and opportunities to build vocabulary and background knowledge. Integrated phonics intervention programs are being implemented at tier 3.

BA implementation PL started in 2022, with training for all teachers on current reading research, as well as job embedded training and coaching with BA Trainers. PL is ongoing in year 2-3 of implementation and going deeper into tiered interventions.

JCSD is investing in two early literacy PL opportunities with university partners. These will be local cohorts and expense-paid for teachers through our Oregon Grow-Your-Own grant.

George Fox University Reading Endorsement

In-person courses will be offered with GFU and JCSD instructors to provide content that is current and responsive to local community, cultural and academic context. The endorsement will include reading foundations courses based on the SoR, and will prepare teachers to assess, instruct, and nurture children with reading difficulties.

Eastern Oregon University-Reading Clinic

This 10-week reading clinic is called Language Essentials for Teachers of Reading and Spelling (LETRS). The training is founded on the SoR and modern brain research, which concludes that explicitly teaching children the code of language rather than just exposure to literature, is essential.



Foundational Skills

JCSD's K-5 literacy program materials, *Benchmark Advance & Adelante c2022*, are fully aligned to the Oregon ELA/Language Standards, and were reviewed and selected during a robust adoption process in 2022 that included teachers, school leaders, and family/community input. *BA* was given an exemplary rating on the Oregon IMET.

Foundational skills instruction and application are embedded within our K-2 program. Daily instruction in the five essential early literacy skills of phonological awareness, phonics, fluency, vocabulary and comprehension is systematic and explicit. Our elementary schools protect at least 90 minutes of literacy instruction time, 4-days a week. Pacing of a typical 1st grade-90-minute literacy block ensures 25-30 minutes for reading foundations, 35-40 minutes for reading to build knowledge and vocabulary, and 25 minutes for writing and grammar.

The skills progressions are clear from week to week on the *BA* systematic, sequential scope and sequence and provides multiple practice opportunities and built-in spiral review. Opportunities to apply foundational skills to authentic reading (decodable texts) and writing occur daily.

Our K-2 program utilizes a variety of instructional modes such as whole- group mini-lessons; small-group: differentiated phonics instruction, and instruction to support grade-level reading and knowledge building; and independent reading and conferring. Teachers utilize curricular diagnostics and supports that ensure responsive and flexible instruction for each student, including multilingual learners and students experiencing reading disabilities.

Our instructional leaders support implementation of high-quality literacy instruction by attending trainings with their teaching staff, and in some cases becoming trained trainers.

Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

JCSD's K-5 literacy program, *Benchmark Advance & Adelante c2022* are built on a social studies and science content-based framework that is purposefully designed to build and reinforce knowledge. The vertical alignment of topics and texts deepen understanding and expands knowledge across grades K-5. The same 10 knowledge strands exist at each grade; Life Science, Character Matters, Government and Citizenship, Perspectives in Literature...to name a few. Grade by grade, background and vocabulary for the 10 knowledge strands builds as literacy skills grow.

Within each K-2 unit a variety of rich content-based literacy options such as read-alouds; topic libraries with gradient of difficulty; texts for close reading, independent, guided and partner practice; and readers theater selections support deepening comprehension. An essential question focused on each unit's topic guides students in building concepts, vocabulary, and content knowledge. Explicit vocabulary, both academic and domain-specific, is developed through daily reading, writing, speaking, listening activities, as well as constructive conversations about texts.

The texts in *BA* are designed to open new windows and perspectives that reflect the complexity and dimensions of the world. Students are encouraged to make meaningful connections between their own lives and what they are learning at school. Research-informed strategies and routines included in *BA* assist teachers in engaging all students and cultivating their academic success by validating and embracing their diversity, knowledge, cultural backgrounds, and experiences.



Core Instruction & Assessment

Early literacy materials, *Benchmark Advance & Adelante c2022*, were selected from the ODE approved materials list and involved teacher-teamwork and family/community input.

Steps of our adoption process:

1. Establish a materials adoption committee with elementary teachers and administrators.
2. Facilitate a needs assessment in order to establish priorities for considering new early literacy materials.
3. Facilitate a review of Oregon ELA K-2 content standards, research-based findings, and best instructional practices related to early literacy.
4. Facilitate investigation of Oregon approved K-2 materials to narrow options.
5. Review of finalist programs using equity lens by the members of our district equity team (can our students see themselves and their culture in the materials, are they historically accurate, and anti-biased?)
5. Facilitate the committee final analysis, decision, and recommendations for selection.
6. Facilitate multiple opportunities for community preview and feedback
7. Present findings to the curriculum council and to the JCSD Board for final approval.

Steps to prepare for implementation:

9. Order materials
10. Arrange and facilitate professional learning for leaders and teachers.
11. Facilitate teacher district-team work days to create unit plans, establish pacing of instruction, align materials and assessments to ensure a clearly stated scope and sequence of essential standards based on Oregon ELA standards, and choose common strategies and routines to create a connected learning experience for students across our district. This district-wide materials adoption process and teacher collaboration help ensure that all students have the opportunity to receive core instruction in reading, speaking, and writing at their grade level for 60-90 minutes each day. During which they read, listen to, and discuss complex texts that provide an appropriate level of rigor for learning.

Reaching all Learners

JCSD's K-2 literacy program is focused on reaching each learner. Our MTSS is the foundation that ensures every student receives additional time and support needed to learn. Staff is committed to providing timely, targeted, systematic interventions for all students who need them.

We ensure our instruction is focused on Oregon ELA/Language standards due to our adoption of core program *Benchmark Advance c2022*. The *BA* Spanish program *Adelante c2022* is fully utilized by our Dual Language K-1 program, as well as supports new-comers. *BA's* strong foundational approach and our commitment to providing teachers high quality PL helps ensure research-aligned strategies and a focus on the science of reading.

Multilingual learners are given full access to the core curriculum and are provided with additional comprehensive language development and explicit vocabulary instruction by certified English Language teachers.

Formative and summative unit assessments (foundations and comprehension) in Spanish are in place K-1 and will be developed for grade 2 by June 2024.



High-dosage tutoring is embedded into each school's MTSS. In tier 2, each teacher identifies, and provides/supervises small group/individual instruction for students needing additional time and support. In tier 3, high-dosage tutoring is provided for K-2 students who are in the lowest 20% according to Acadience Reading's growth measures. Small group interventions are designed around common needs. Students with disabilities are supported by a variety of literacy resources that are research-based, systematic and explicit, and are specific to identified needs of the individual.

Striving readers have access to 21st Century Learning Centers after-school and summer-acceleration programs, where they receive research-aligned support from licensed teachers and qualified tutors.

Step 2 Application

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. 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

JCSD Response:

Through this funding, JCSD's goal is to increase K-2 professional learning (PL) and coaching, to support the implementation and improvement of research-aligned early literacy instruction. We will increase the number of full-time instructional coaches to play a key role in enhancing early literacy practices with K-2 teachers in all elementary schools. They will work closely with administrators to fully support school-wide literacy. In addition to facilitating Professional Learning (PL), critical areas of support coaches will provide include modeling and observing lessons, conferencing and giving feedback, and planning with teachers. Instructional coaches will receive leadership training, and will be skilled at supporting explicit and systematic early literacy strategies in the areas of decoding, fluency, and language comprehension.

JCSD maintains a close partnership with the PL team from Benchmark Advance (*Core ELA program adopted in 2022*). In year one of adoption, BA's literacy specialists facilitated PL and classroom embedded coaching for K-2 teachers, leaders, and instructional staff as they implemented the program. Major areas of training and support included unit planning and curricular alignment to Oregon ELA/Language standards, digital and print components, modes of assessment; foundational literacy routines, and lesson pacing options. In years 2 of implementation, training and coaching is continuing to support and improve core instruction, and go deeper in the areas of tiers 2/3 interventions.

JCSD is preparing to sponsor local PL cohorts with two of our university partners. These are the George Fox Reading endorsement, and the Eastern Oregon LETRS Reading Clinic. These opportunities are designed specifically to ensure that our teachers are trained in the science of reading; leading to improvements in research-aligned early literacy instruction.



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. 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?

JCSD Response:

JCSD is a 21st Century Community Learning Center (21CCLC) district. Three centers provide inclusive, culturally affirming, and responsive programming for students and families, especially those from our focal groups who are currently and historically underserved. Centers are open 4 days-a-week, after-school during the school-year, on late-start Monday mornings, and for a three-week summer acceleration program.

Foundational literacy enrichment/academic support for K-2 students focuses on providing strong reading and writing skills. Careful planning and implementation of instructional practices and curriculum to ensure that students receive additional instruction in foundational skills that serve as building blocks for their future literacy development is key. Foundational literacy support focuses on research-aligned instruction and resources that are developmentally appropriate for K-2 students, such as phonics, phonological awareness, vocabulary, fluency, and comprehension.

Programming includes SMART Reading, which enhances literacy and learning success by providing shared reading time with volunteers and books for K-2 students. As well as a partnership with the Jefferson County Library, who provides weekly literacy enrichment opportunities for students.

The district elementary literacy coach and school reading specialists work side-by-side with 21CCLC staff to plan, develop, train, and implement literacy and writing enrichment/extension programs.

Curriculum resources that are utilized include Benchmark Advance Intervention Curriculum, Early Reading Inventory Curriculum, Enhanced Core Reading, i-Ready, Step-Up-To-Writing, and other resources that are aligned to our school programs.

We ensure that we are adequately staffed by licensed teachers, community partners, instructional assistants, and qualified tutors to provide appropriate student to tutor ratios, academic support and engaging enrichment programming. Teachers collaborate with colleagues and participate in ongoing professional development to enhance their knowledge and skills in literacy instruction.



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. For each high-dosage tutoring strategy description, include the following details:

- the domains of language addressed (at least reading and writing)
- who will provide the high dosage tutoring and their qualifications?
- duration and frequency
- how the tutoring is developmentally appropriate, including how it is responsive to student need

JCSD Response:

High-dosage tutoring is embedded into each school's multi-tiered system of support. In Tier 2, each classroom teacher identifies, and provides/supervises small group/individual instruction for all students needing additional time and support to learn or extend grade level, core content.

In addition, In Tier 2 and 3, we provide high-dosage tutoring for all K-2 students who are in the lowest 20% according to Acadience Reading's student growth measures. High-dosage literacy tutoring takes place in fluid small-groups that are designed around common student needs. Groups consist of 5-6 students, who meet during the school day (in addition to core instruction) for 20-30 minutes, 4-5 days a week.

Tutoring instruction is delivered by classroom teachers, Title IA reading specialists and special education teachers, and highly trained literacy instructional assistants who are under the direction of reading and special education teachers.

The focus of K-2 high-dosage tutoring includes explicit and systematic research-based teaching around phonics, phonological awareness, vocabulary, fluency, comprehension, and writing in response to reading.

Additional small group, high-dosage tutoring is provided for English learners who are identified at emerging and/or lower progressing levels, as determined by the ELPA21. The tutoring focus includes all domains of language, and is delivered/supervised by the school's English Language Development teacher and EL instructional assistants.

We ensure that tutoring is developmentally appropriate by aligning our instruction to Oregon ELA/Language Standards and utilizing research-based intervention programs such as Benchmark Advanced Intervention , Enhance Core Reading Instruction, Hagerty, Corrective Reading, Phonics for Reading. We ensure that tutoring groups are flexible, and instruction is responsive to student needs through ongoing progress monitoring on specific skills being taught.

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.

JCSD Response:

JCSD has a balanced K-2 assessment framework in place that measures both student growth and attainment of Oregon literacy standards. The normed and disaggregated DIBELS Next assessment, now Acadience Reading, helps educators identify students at risk for reading difficulties and helps determine the skills to target for instructional



support in our RTI/multi-tiered model of intervention. It provides universal screening and progress monitoring, detects when students need extra support, and is sensitive to effects of intervention. The Acadience Reading benchmark testing takes place district-wide for K-2 students in fall, winter and spring and is proctored by a highly qualified assessment team. Progress monitoring takes place in each school weekly for students who score in the lowest 20%.

Acadience Reading provides our district and schools with disaggregated data for all students, and by our focal groups of English Learners, Students w/Disabilities, American Indian and Hispanic/Latino Students.

The second assessment included in our literacy assessment framework is district end-of-unit assessment. Each K-2 grade has 10 common standard-aligned assessments, that include foundational and comprehension components, administered to students over the course of the year.

The third assessment is a common district writing performance sample process for each grade. It is given 3 times a year and asks students to demonstrate a mode of writing that is aligned to the literacy content being instructed during that portion of the year.

This range of assessment methods and practices are used to monitor growth and student progress toward grade level objectives, and inform and guide educators as they work to meet student needs.

Jefferson County School District Early Literacy Proposed Investments

Grant Allowable Use Category					Overall Literacy Budget (23-24)
				Total Allocation 2023-24:	\$232,734.38
				Total Budgeted Amounts :	\$232,734.38
				Unbudgeted:	(\$0.00)
	Proposed Investment	FTE	FTE Type	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Professional Development & Coaching	K-2 Literacy Instructional Coaches for Elementary Schools-Salary, .50 FTE Each-(4 Schools)	2	Literacy Coach		\$171,791.00
Professional Development & Coaching	K-2 Literacy Instructional Coaches for Elementary Schools-Benefits	0	Literacy Coach		\$50,516.38
Administrative Costs	District Indirect Rate 4.48%	0			\$10,427.00

