

Early Literacy Success School District Grant Application

Grantee Name: Sunny Wolf Charter School

Program Review Tool

Student Belonging

PRT1. 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.)

All of our students are offered a sense of belonging and safety the moment they walk through the door each day. We aim to promote a research-aligned, culturally responsive literacy program grounded in equity and inclusive practices. We have used Journeys Language Arts Curriculum for the past several years which presents many stories that are relatable and culturally responsive. By doing this, our goal is to help students “see” themselves in the literature we are asking them to read, write about and communicate their understanding. The Second Step SEL program has furthered our commitment to creating an environment of belonging. We have worked to support all students, particularly those from historically marginalized groups through PLC discussions, Data Team analysis, and SST meetings, etc. 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 through mental health intervention, Second Step activities and classroom community circles K-6th are utilized building-wide. Community circles support students in discussions about their daily life experiences which builds empathy, student voice, and an increasing sense of belonging and connection.

Family and Community Partnerships

PRT2. 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. Teachers engage and support families as full partners by hosting family literacy nights. Families are provided with information on developmental milestones and the importance of reading daily with their

child to develop a love of books We also offer support in strengthening their home language and dual language development. Teachers demonstrate a deep understanding of the progression of early literacy skills and knowledge from pre-Kindergarten through the primary grades. They share that with parents and caregivers to inform and validate home skill-building strategies. Throughout the year, Title 1 sends out a quarterly newsletter providing families with information about educational activities. Title 1 has also sent materials and suggestions for activities and resources for parents to do at home. The Wolf Creek Branch of the Josephine Community Library is located in our parking lot. Libraries are a resource for teachers and families as well as offering extended after school and summer literacy opportunities for all. Our district collaborates with the limited resources in our rural community and actively engages with outside entities to provide opportunities for formal and informal learning such as Preschool Promise, the Josephine Community Library, the 4-H program in outlying Glendale, the Grants Pass Art Gallery and others.

Oral Language as the Root of Literacy Development

PRT3. 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. It has been our goal to support parents and caregivers through Family Literacy Nights so they are well informed about developing strong oral language at home. The more language experience a child can bring with them to school, the better equipped they are to begin their acquisition of academic language and understand the stories and information they will learn to read. Sunny Wolf Charter School is currently exploring options for curricula, including “Wit and Wisdom with Foundations and Geodes”, and “Wonders”. Picture books telling a story and decoding are parts of the curriculum. We are seeking a curriculum that promotes consistent exposure to rich language environments that includes the use of storytelling, reading aloud, possible readers theater activities, and word play to promote oral language development. Teachers engage students in oral language development tasks such as Heggertry. Students have also studied art masters e.g. Chagall, painted like the artist, researched the chosen artist, then produced a PowerPoint presentation that they presented to the class. In this way, educators support multi-dialectic, multilingual and monolingual students to develop and utilize strong early literacy skills.

Reading Models Based in Research

PRT4. 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.)

Our staff continues to seek a better understanding of how reading skills develop and ways in which the brain learns. The models give us various ways to understand which instructional strategies work best and how to assess the outcomes of our teaching. The current program for K-6 is Journeys and the pre-school teacher in the Preschool Promise program uses Creative Curriculum and Second Step. Many of our students need support with developing background knowledge, rich vocabulary development and strengthening their fluency. Our teachers want/need more professional development about best practices and the latest research about giving each student a solid foundation in reading and writing, speaking and listening. We will benefit from specific training on these reading models in the future with the help of this Early Literacy Grant. We plan to take advantage of training on the Science of Reading soon. It would be very beneficial to find an itinerant or in-house teacher mentor with a reading endorsement and/or an Instructional Coach. We would appreciate specific training such as Dyslexia, LETRS, and SOR reading courses offered by the SOESD, or through other means. Our Title I Coordinator has certificates of training in Lexia LETRS, and Mentoring, among others, and could possibly be an in-house mentor/trainer. We hope to utilize funds provided by this grant to support our professional development needs.

Foundational Skills

PRT5. 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 closely follows the scope and sequence of our curriculum and the Language Arts Block consists of 90 minutes per day, which includes writing instruction for 4th-6th grades, and 120 minutes for grades K-3. We employ the Early Literacy STAR (which includes a progress monitoring component) and DRA screeners and a Multi-Tiered System of Support to structure small group instruction. We have established data analysis protocols and look closely at the data we gather on each student in our meetings. We use the Core Adoption for Tier I and use Heggerty to target specific skills for Tier II and intensive instruction using additional Heggerty materials for Tier III. Heggerty's Bridge the Gap is used for the upper elementary grades. Teachers promote the core concepts of Oregon's Early Learning and Kindergarten Guidelines, and their Preschool Promise pre-Kindergarten and Kindergarten curricula reflect high-quality facilitated play-based activities and individualized assessment instruction and support services. The pre-K uses the Creative Curriculum, a comprehensive research-based curriculum which includes assessment and progress monitoring components at three intervals per year, and the K-

1 grades use the STAR Early Literacy screener which also includes ongoing progress monitoring. K-1 teachers currently use the Journeys curriculum for literacy and reading, and screen children weekly checking for letter recognition and letter-sound connections. The same is done for phonics and CVC words. We also have the IXL diagnostic test available. Journeys is also currently used for grades 2-6 as well, thus providing continuity for students as they move through school.

Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

PRT6. 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 for our classrooms and school library. These collections include literature as well as informational books that can pique a student's interest, build upon the background knowledge children bring to school from exposure to picture books and an inherent interest in real topics, and develop new ways of thinking. Some examples are our Guided Reading and Scholastic leveled reading libraries. We use these books for guided reading and small reading groups within the classrooms, to support the Core Adoption materials, and to broaden the students' understanding of themselves and have 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 plan to implement in-house training in a more effective and personalized writing program, and would welcome training in whole-brain teaching of vocabulary using pictures, gestures, and a short definition, and how to look at text complexity and cultural responsiveness when choosing and using new curricular materials and classroom book sets. Our students have written anthologies, memoirs, research papers, science journals, and responses to literature, including book reviews and opinion pieces. 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.

Core Instruction & Assessment

PRT7. 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.)

Educators of early literacy development have been trained in the use of various programs including Zoophonics, Handwriting Without Tears, the Six Traits + 1 of Writing, and Guided Reading. We are currently searching for a new English Language Arts curriculum. When the materials have been selected, proper training, provided by the publishing company, has been unanimously requested by our teachers. Some teachers have taken advantage of SOESD professional learning opportunities, but we are looking into an all-staff training that could include some of the following: Science of Reading, on Demand Science of Reading 5 modules, on Demand MTSS evidence based, on site consultants to work with staff on school goals, targeted and specific for each school- Laura Miltenberger utilized for K-2, 3-6. Currently we use STAR literacy screener which provides data 3Xs per year along with progress monitoring, with STAR, DRA, and IXL. Our educators have worked as teams to design formative assessments that reflect classroom instruction and content to track and communicate student growth toward grade level standards. To get a clearer picture of students' literacy development, educators also use self-made early literacy tests used for weekly progress reports. Currently, primary grade teachers and teaching assistants are testing students based on state standards proficiency, with one on one assessments. With the one on one testing, teachers instantly know what skills the students have obtained and where to focus their differentiation to meet the specific needs of each student. This quickly accelerates learning and identifies student gaps and needs.

Reaching All Learners

PRT8. 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.)

Even though we currently have only English speaking families, we view all students as language learners and focus on receptive and reciprocal language strategies. Additional language instruction is provided by Title 1 assistants outside of the core literacy block, to provide learners with comprehensive language development and explicit vocabulary instruction. Our vision for early literacy is to continue using a rigorous program that consistently has kindergarten students reading and writing prior to spring break, and additionally communicating to families grade-level literacy learning standards to help families understand what is being learned in the classroom. We plan to purchase a program or software that can disaggregate data by student focal groups in order to more effectively provide data that will show the need for intervention for early reading difficulties as determined through analysis of student strengths and areas of need. We plan to provide high dosage tutoring to striving readers during school time, in addition to improved core literacy materials and instruction, which will increase academic achievement and student enjoyment. Striving readers also will have access to our extended learning in our after school program set to start in January 2024, which will provide literacy instruction using research aligned strategies from Heggerty Phonemic Awareness / Bridge to Reading and Heggerty Bridge the Gap. All

students will have access to instructional support in addition to high quality core literacy instruction provided by our Title 1 team as needed, during non-core literacy instruction time, throughout the day with the instructional staff.

Application Planning Template

Professional Development and Coaching

APT1. 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).

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

We will adopt literacy materials with a company that also provides both initial professional development and follow up professional development. By building our internal instructional coaching capacity with our own teachers, professional development will also be implemented throughout the school year on a regularly scheduled basis. It is an asset to use our teachers for in house coaching strategy as teachers know the children well and have built relationships with them. It is our intent that all staff (paraprofessionals, administrators, classroom teachers, specialists) participate in the ongoing professional development. Professional development should be broad based by not only supporting the implementation of new program materials but also reflect improved instructional practices. Additional professional development with other districts, schools and/or SOESD will also contribute to improving our instructional strategies. An example would be in depth understanding of Science of Reading and dyslexia.

Professional learning for K-5 teachers and elementary school administrators will be provided by SOESD. It will be provided by a contractor that has a strong background in the Science of Reading brain research. The initial two day workshop is titled Teaching of Reading and Spelling, Bringing the Science of Reading

into the Classroom. This session will focus on the Anglo-Saxon layer of the English reading/spelling system. The workshop also covers explicitly and systematically teaching phonological processing and phonemic awareness, reading and spelling, decodable and high frequency words, and fluency skills on all of these levels.

Extended Learning

APT2. 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.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

We recognize the importance of offering extended learning experiences to our students. Since we are a K – 6 charter school, we intend to open up extended learning to K – 6 students depending on their need. The Title I teacher has identified students in Tier III using Heggerty instructional materials. For the 23–24 school year, other funding sources will be used to begin an extended learning opportunity K – 6. Heggerty Assessments indicated specifically that vocabulary development and phonemic awareness as lagging skills. However, including work in all seven pillars of reading can further strengthen student understanding. By including all staff in professional development training in the seven pillars of reading, a broader base of trained staff will gain a deeper commitment to student belonging and student efficacy. Such knowledge will strengthen support and implementation of an effective extended learning program. Title I staff currently consists of two paraprofessionals and a Title I coordinator. Qualifications of our various Title I staff include the following training: SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty (Explicit Phonemic Awareness Curriculum), Reimagining Resilience – Using a Trauma Lens, Dr. Mapp Family Engagement Workshop, Building Resilience – Integrated System of Supports, and Lexia LETRS. This data team will then work together in analyzing and disaggregating data and determine if students are making academic growth. We recognize staying on campus after hours would require transportation for some families, offering gas cards or means of transportation, and nutritional snacks will help eliminate possible barriers for families.

High-Dosage Tutoring

APT3. 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; and
- how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future.

We have initiated the beginning stages of a high-dosage tutoring program for grades K-2 and 3-4. The domains of language addressed include reading, writing, and listening. This program provides one-on-one and small group support for one hour per tutoring session daily. High-dosage tutoring is provided by our Title 1 teacher and two of our instructional assistants. The qualifications of our Title I staff include the following certification(s): SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty (Explicit Phonemic Awareness Curriculum), Reimagining Resilience – Using a Trauma Lens, Dr. Mapp Family Engagement Workshop, Building Resilience – Integrated System of Supports, and Lexia LETRS. We plan to expand this model to include grades 3-5 under this application, as well as include our 6th grade students through other sources of funding to provide continuity of instructional support for all students. Expansion of our tutoring program will also include utilizing an improved system of disaggregating student data to identify students most in need of this service and tracking their progress on an ongoing basis, incorporating additional evidence-based curricula, and providing additional professional learning for our Title 1 staff. We are currently using the STAR Reading Assessment and DRA progress monitoring to identify and monitor student needs. We are planning to expand the Science of Learning professional development to include all staff. After the first of the year, we are also planning to offer the High-dosage tutoring for our neediest students in an extended day, after school setting.

Student Growth Assessment

APT4. 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.

We are currently using the STAR Reading Assessment and DRA progress monitoring to identify and monitor student needs.

Communication Plan

APT5. What communication strategies will be used to communicate with **other school districts**?

Other (type out)

Roundtable Discussion

APT6. What communication strategies will be used to communicate with **elementary schools** in the school district?

Email
Other (type out)
Website

APT7. What communication strategies will be used to communicate with **families** in the school district?

Community Group Meeting
Open House Night
Other (type out)
School Board Meeting
Social Media
Survey
Website

APT8. What communication strategies will be used to communicate with **members of the school district community**?

Community Group Meeting
Email
Open House Night
Other (type out)
School Board Meeting
Social Media
Survey
Website

Matching Funds

APT9. Name the fund source(s) for the 25% match.

Federal Title 1 and General Fund (Title 1 teacher's salary)

APT10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District](#)

Grants.

General Fund

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

Professional Development & Coaching

Fiscal Agent

APT12. Name your fiscal agent for this grant agreement.

Sunny Wolf Charter School Fiscal Agent Institution ID: 4823

Assurances

By checking the following box, the applicant agrees that they have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

True

By checking the following box, the applicant agrees that they have reviewed the reporting requirements in Section 6 (2) of the Early Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance.

True

By checking the following box, the applicant agrees that they use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.

True

By checking the following box, the applicant agrees that they will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.

True

By checking the following box, the applicant agrees that they will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.

True

By checking the following box, the applicant agrees that they will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.

True

By checking the following box, the applicant agrees that they have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).

True

By checking the following box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True