RSD Early Literacy Success School District
Grant Forward

Background Knowledge
“The Early Literacy Success Initiative passed at the end of the 2023 session and went into effect immediately when Governor Kotek signed it on August 2nd, 2023. The timeline for districts to build a plan and apply for funds is very fast. As a result, the first biennium of implementation--and especially the first year--serves as a jumpstart for districts, a “Jumpstart Biennium.”” (Application Guidance: Early Literacy Success School District Grants, Introduction, 2023). The Oregon Department of Education is administering a non-competitive, application-based, annual grant to school districts to support comprehensive early literacy plans (preK-3rd grade). The grant requires the school district to contribute a 25% match of funding to advance literacy from any fund sources. The following cover pages help to paint context for understanding the Redmond School District Early Literacy Success School District Grant (ELSSDG) application contained within this document. The tools and application provided by the state are directly tied to Oregon’s Literacy Framework. (Oregon’s Early Literacy Framework a Strong Foundation for Readers and Writers (K-5), 2021)

The Redmond School District has a comprehensive literacy plan for all K-5 administrators and educators based on research-aligned strategies and the Science of Reading that was developed prior to the passing of the Early Literacy Success Initiative. The ELSSDG application and funds directly align with our RSD path and will allow us to deepen the support and resources we provide our staff to ensure increased literacy achievement for our students. The initial grant fund allocation and priority use for the Redmond School District’s Jumpstart Biennium are as follows. Further details on priorities and spending are included within the grant application.

RSD Total Funding Allocation -
Year 1 - $496,672.34
Year 2 - $516,944.69

RSD Spending Priorities -
Year 1 - The priority focus for the Redmond School District in year 1 of the ELSSDG is the professional development of our elementary educators/leaders and the targeted purchase and implementation of research-aligned curriculum focused on foundational literacy skills (phonological awareness and phonics.) Our educators and leaders must develop a strong understanding of both the theory and practice of research-based literacy instruction. The primary purpose of year 1 is to focus “on strengthening professional learning to ensure that leaders and teachers have the tools and skills they need to implement and monitor strategic, effective, and engaging early literacy instruction.” (PUBLIC_Early Literacy Phase 2, 2019.) Additionally, the purchase and implementation of
research-aligned materials that directly support foundational skills development in our special education department is a purposeful and critical step to ensure all K-3 RSD students are receiving high-quality literacy instruction within all departments.

**Year 2** - The priority focus for year 2 of the grant will be targeting implementation and instructional support of our educators with the addition of three full-time literacy instructional coaches. “(I)nstructional coaching can be more effective than traditional professional development in creating meaningful and lasting change in teacher practices.” (The XQ Team, 2022). In year two, ELSSDG funds will be utilized to fund the instructional coaches as well as training and development of high-quality, researched-based instructional coaching practices through training and professional development of our coaches. Instructional coaches will support our teachers in improving instruction, model research-based practices, increasing reflectiveness of teaching practices, and implementing our newly adopted research-based language arts curriculum. Our instructional coaches will also partner with principals for increasing instructional leadership opportunities and helping to provide meaningful professional development to staff.

The ELSSDG is composed of three sections:

1) Program Review Tool (providing reflection and history of the district’s early literacy plan)
2) Application Planning Template (District response to 8 Grant application questions)
3) Literacy Inventory and Budget

Each section includes the Oregon Department of Education grant application components/questions (in bold) and our corresponding Redmond School District response.

To adequately understand the Redmond School District’s application components and proposed spending, it is important to understand the expectations set forth by SB 3190 and the Oregon Department of Education grant specification. The Early Literacy Success School District Grant legislation defines the following:

**Research-aligned literacy strategies:** literacy focused; culturally responsive and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

**Science of reading and writing:** convergence of findings from research on reading and writing processes, development and instruction; and teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices.

**Extended learning programs:** 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. Extended learning programs may include, but are not limited to: ○ Home-based summer reading activities for students who need additional support and enrichment; and ○ An intensive summer school program for students who need the most additional support and who receive at least 60 hours of direct literacy
instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.

**High-dosage tutoring:** one-on-one tutoring or tutoring in small groups, as determined by rule of the State Board of Education, that: ○ Is provided in addition to daily instruction; ○ Is provided two or more times each week over at least a 10-week period; and ○ Uses a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively.

**Coaching:** Where this law names “coaching” it should be understood as an array of practices that support teachers through regular feedback and practice, formally or informally, to support implementation of research-aligned literacy practices and student learning.

**Professional development** for this grant can be considered similarly to its definition as articulated in the Oregon Department of Education’s Integrated Guidance: learning opportunities that support educators and administrators in instructional strategies for equity-centered, research-aligned, and culturally responsive literacy instruction that considers the context of each district, may elevate critical topics in system change strategies for early literacy, and support educators in leveraging high-quality, research-aligned instructional materials and curriculum to serve all students.

**References:**


*Oregon’s Early Literacy Framework A Strong Foundation for Readers and Writers (K-5).* (2021).

*PUBLIC_Early Literacy Phase 2.* (2019). *PUBLIC_Early Literacy Phase 2. Google Docs.*

*The XQ Team.* (2022, November 30). *How Instructional Coaching Helps Teachers Reach Their Potential. Medium; Medium.*
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.

1. **Student Belonging**

   **Indicators in a research-aligned, culturally responsive literacy program:**
   
   - Student belonging and safety is prioritized as a foundation for learning.
   - Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students’ “academic prowess” at the center).
   - Educators understand their role in working toward a shared vision for literacy.
   - Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
   - Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
   - Curriculum and materials reflect and honor student identity, home languages, and culture.
   - Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the “risk, fail, try again” stamina that supports literacy achievement.

   **RSD Response:**

   RSD is working to implement research-based practices through explicit learning routines within Tier I core instruction designed to help ensure that all students can access and participate in high-quality core instruction in all K-5 classrooms. The district is redesigning its approach to Tier II classroom-based instruction focused on providing students with targeted instruction, informed by progress data, that is flexible in regard to frequency, duration, and intensity.

   We have developed a plan for building a shared vision and understanding regarding literacy instruction. This plan is differentiated to support the specific needs of our district team, principals, and classroom teachers, in order to help ensure all students receive strong literacy support rooted in research-based practices/programs.
The RSD adoption team is working to evaluate, pilot, and recommend a curriculum for adoption that meets multiple criteria including one that reflects the diversity of our students.

A certified RSD librarian is working with schools to update collections including culturally responsive and diverse text. We are piloting a research-based social-emotional learning and character development curriculum (*Character Strong*) this year to be taught in all K–5 classrooms across the school district. RSD has implemented BRYT programs (Bridge for Resilient Youth in Transition) into each of our schools. BRYT provides our schools with the tools, framework, and ongoing consultation to help define, structure and launch school-based intervention that helps students who have missed extensive amounts of learning, due to serious mental health problems or medical illness, catch up academically and integrate successfully into the school community.

### 2. Family and Community Partnerships

**Indicators in a research-aligned, culturally responsive literacy program:**

- Families are honored as students’ first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.
RSD Response:

RSD honors partnerships with families and recognizes them as key allies in support of student learning. Elementary schools have Title 1A and English Language Development (ELD) teachers who plan and facilitate family engagement events at least three times per year at every building. Classroom teachers communicate and partner with families twice a year during conferences where information on developmental milestones and ways to support and reinforce literacy learning at home, is communicated.

Families and community members are actively engaged to support literacy inside and outside the classroom in a variety of ways: a) SMART Reading Program, b) Rotary Gift of Literacy Program; c) Juntos language- and literacy-based pre-k program including parent education; and d) partnership with Deschutes Public Library. Two of our elementary schools participate in the Fireflies Program (literacy-based) through a Universalist Church.

The RSD partners with a variety of community–based systems that support learning within our school buildings. Both Champions and the Boys and Girls Club provide support outside of school hours, in addition to a one day per week pre-K program offered by Juntos, the High Desert ESD's Early Childhood Special Education pre-K program, two additional pre-K programs through Title 1A, and one pay-to-play pre-K program at one of our community schools.

A goal of RSD is to continue to develop partnerships with our community and families to increase authentic engagement, communication, understanding and a partnership of learning. We would like to expand “parent/caregiver academy” opportunities that initiate partnerships in the successful development and learning of our students.

3. Oral Language as the Root of Literacy Development
(Framework Section 3, pg 19)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students’ home languages, as well as English.
• Educators learn about the cultural and linguistic backgrounds of children in their care and value each child’s linguistic strengths.
• Indigenous languages are honored.
• Educators use storytelling to bring life to students’ (and their ancestors’) histories, cultures, and traditions.
• Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectical students.

RSD Response:

Oral language development in the primary grades has become a priority in the Redmond School District through the use of explicit literacy routines and targeted/strategic use of the Heggerty program. Phonics routines support oral language development through systematic delivery on a research-based timeline aligned to the reading progression. This has become a K–5 system-wide focus for our district this year supported by a comprehensive professional development plan in alignment with the Science of Reading. Furthermore, the Redmond School District’s Dual Language (DL) program is a core educational program that focuses on developing skills in two languages including students’ home language.

The district has developed a Literacy Allocation Document for each grade level that articulates both time and resource allocation including phonemic awareness and phonics at grades K–2. This work is further supported through a year-long voluntary professional development course that is specifically designed to educate our staff on the importance of literacy including oral language development.

The Redmond School District has identified a few areas requiring additional attention. One area of growth for us is in regard to developing opportunities to encourage and honor cultures through oral traditions such as storytelling and the sharing of oral histories. Another area of continual growth that we stepped into with intent this year is regarding the importance of oral language development in grades 3–5. Our current plan is to update tier three research-based curriculum within our special education department that focuses specifically on phonological awareness and phonics.

4. Reading Models Based in Research

Indicators in a research-aligned, culturally responsive literacy program:
• Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
• Educators are aware of—and draw from—multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough’s Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
• Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
• Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

RSD Response:

The RSD started its journey with the Science of Reading (SoR) during the 2016–17 school year. We initially focused on training primary grade teachers through 2022 with introductory training provided to teachers at grades 3–5. Each school added two trained educators in the SoR to address dyslexia identification and support. This year a SoR professional development plan was implemented K–5. The professional development focuses on research-aligned literacy instruction and curriculum implementation for classroom teachers, specialists, and principals. This year’s focus for administrators is on building high-quality instructional leadership based on SoR practices. Reading models associated with the SoR have been included in this work (i.e., Simple View of Reading, Scarborough’s Rope).

In 2022–23 all elementary principals completed the Big Dippers course. This course on the SoR included; a) a foundational understanding of the Simple View of Reading and Scarborough’s Rope, b) the basics of a structured approach to use when teaching each of the five components of reading, and c) the tools to support planning and instruction in both word recognition and language comprehension. We are considering repeating this course with current elementary principals again in the future because we have onboarded new principals since that time.

The professional development plan that we implemented this year, our evening Opening Doors to Reading course, and the elementary literacy adoption team’s focus and learning on the SoR in conjunction with their evaluation of aligned curriculum, has added to our district’s working knowledge both over time and in the years to come.
5. Foundational Skills

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon’s English Language Arts and Literacy Standards for K–5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

**RSD Response:**

The RSD literacy framework is a time and resource allocation guide built upon the Five Pillars of literacy and designed to support educators with instruction. The guide is individualized by grade level and addresses the time allocation and associated resources including guidance on explicit instruction of foundational reading skills within the reading progression at each grade level. We have focused on developing K–2 teachers with an understanding of reading progressions and systematic instruction over the last few years.
This year our district implemented a comprehensive PD plan that is ongoing and includes the implementation of explicit reading routines at all grade levels K-5. The importance of providing immediate corrective feedback has been addressed through the lens of pedagogy and systematically built into routines. Systematic progress monitoring assessments (milestone measures) are being implemented in alignment with the routines and reading progression timeline. These milestone measures are being rolled out with each routine and professional development is being provided during our School Improvement Wednesdays on how to work as a grade-level team (professional learning community) to evaluate student growth and make determinations regarding next steps for students.

Our educational leaders are attending various components of the teacher professional development events and receive leadership training including; a) elementary leader meetings, b) planned classroom observation opportunities with exemplar teachers offered at all grade levels, and c) individualized building support (e.g., grade level, individual teacher) as determined in collaboration with the elementary specialist, elementary coach, and building principals.

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

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

**RSD Response:**

The RSD is currently running a multiyear elementary language arts adoption process. The adoption team is composed of elementary teachers, principals, an instructional coach, two board members and district administrators. In addition to the comprehensive professional development around the Science of Reading (SoR) that all K–5 teachers are participating in this year, the adoption team has received additional SoR training as a lens for evaluating various curricula. Our goal is to select a research-based curriculum that aligns with effective instructional practices that will increase students’ achievement to grade-level standards in reading and writing.

This year, our K–5 SoR professional development has focused on various explicit instructional routines at each grade level with a focus on alphabetic principle, phonemic awareness, phonics, and decoding. We will transition the PD focus to research-based instructional practices for vocabulary and comprehension instruction. We are systematically shifting our SoR professional development to this focus in January through May of this school year. Developing an understanding of the importance of providing academic exposure and learning opportunities through content area instruction is paramount for building background knowledge and vocabulary for students. This will be accomplished through the professional development and selection/implementation of a rigorous research-based curriculum. Next school year our professional development will transition to the support and implementation of our selected language arts curriculum.

7. Core Instruction & Assessment

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.

RSD Response:

The language arts curriculum currently in use at grades K–5 was included on the ODE’s list of approved materials when originally adopted in 2013. The materials were vetted by RSD team members and included the consideration of multiple curriculums. In contrast to our current adoption process, the SoR was not the primary filter.
RSD is currently finalizing an adoption process with a representative team of stakeholders (classroom teachers, instructional coach, principals, board members, and district office administrators.) The materials were narrowed down to two curricula and vetted through the lens of the SoR, utilizing the Reading League Curriculum Evaluation Tool, and included the piloting of two curricular options. Additional support for the unique needs of the district’s dual language program has been a strong consideration in this process.

This year all K–5 teachers are participating in SoR PD taking place periodically throughout the school year. The training is grade level specific and supported with SoR aligned materials in conjunction with a philosophical and technical shift in our MTSS small group intervention process. Our assessment system is composed of a comprehensive battery of formative and summative measures that are administered in the fall, winter and spring, and continuously supported by the use of milestone progress monitoring measures that are unique to each grade level and in alignment with explicit routines being taught during core instructional time. These measures help determine classrooms needing support and students who are on track and those needing additional skill–specific targeted support.

8. Reaching All Learners

Indicators in a research–aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction
- Educators make connections between English and a child’s home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student’s home language and English.
- Striving readers have access to extended learning programs that use research–aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high–dosage tutoring programs that use qualified tutors and developmentally appropriate practices

RSD Response:
In the Redmond School District we serve and support our English learner population in a number of targeted ways. The District’s dual language program is a core program that offers academic content in English and Spanish.

The district’s English Learner (EL) program assigns EL teachers to each of our elementary schools to help ensure that all multilingual learners in the district’s eight elementary schools are strongly supported with a focus on developing English proficiency while assisting students in achieving high academic standards. The representation of multiple specialists in our Language Arts adoption process brought perspective and voice to the needs of all students including multilingual learners and those experiencing reading difficulties and/or disabilities. This has been an important component within our adoption process. We have currently identified a need to strengthen systems designed to support incoming non-English speaking multilingual learners to our distinct.

The RSD Special Education Department is restructuring as we work to support the needs of students with disabilities. An inventory of instructional materials utilized in our special education departments has revealed a need for up-to-date literacy resources that are systematic and explicit. The purchase and training of resources specific to special education is a priority for this school year. The district’s multi-tiered systems of support (MTSS), including Response to Intervention and grade-level-specific Professional Learning Communities (PLCs), are designed to support educators in analyzing disaggregated data specific to groups of like students with the intent of identifying gaps within instruction and supporting the needs of individual students.
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.

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).

RSD Response:
RSD has a plan to invest in developing our educators and improving literacy instruction through research-based practices and aligned resources. Our plan includes system alignment, curriculum adoption, and professional learning to increase instructional leadership/coaching. Year one focuses on Science of Reading (SoR) knowledge/research-aligned strategies for all elementary staff. Year two will focus on implementing research-based language arts curriculum and the training/implementation of literacy instructional coaches. Year three is curriculum development/implementation and instructional practices. The following indicates the PD plan for the next two years based on role.
**RSD Administrators** - PD on the SoR including in-house training opportunities, attendance at research-based literacy conferences, instructional walk-throughs, data reviews, and participation in 12 district-led school improvement Wednesdays (SIW). Year one is dedicated to building capacity of instructional leadership. Year two focuses on implementing a new literacy curriculum, aligning district assessments and building systems that support curriculum implementation.

**Classroom Teachers/Specialists** - All teachers have a year-long literacy PD plan for 2023–24. The plan includes four half-day trainings focused on SoR, participation in SIWs specific to literacy development, literacy practices and data analysis along with the purchase and training on research-aligned resources. For 2024–25, the year-long plan will focus on training/implementation of our new literacy curriculum.

In 2024–25 we will hire K–3 literacy coaches. The coach PD plan will include coaching development, research-based literacy instruction, and training on curriculum. Coaches will support teachers with instruction, model practices, implementing curriculum, and partner with principals for increasing instructional leadership and providing PD.

**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.

**RSD Response:**
RSD will be providing a home-based summer learning option for a minimum of 150 students who are below level in reading, as identified by RSD Student Growth Assessment. These students will have access to iReady Reading Instructional Pathway at home during summer months. iReady online reading instruction is an adaptive, research-based, standards-aligned program that offers personalized instruction at each student’s instructional level in the areas of phonemic awareness, phonics, vocabulary and comprehension. Additionally, we will hire qualified licensed RSD Elementary teachers through an extra responsibility contract, to monitor student online instruction and progress, support and connect with families weekly to increase student success in the extended learning program. RSD will ensure a proportionate number of summer learning teachers speak Spanish to support our Spanish-speaking families participating in the extended learning program. The licensed teachers will provide on-site opportunities to meet with
families and provide additional literacy support by providing individualized resources to families and offering on-site and virtual tutoring to students participating in the summer literacy program.

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\(^1\) 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.

RSD Response:
RSD provides high-dosage tutoring services to students falling into the 0–20 percentile according to our nationally normed Student Growth Assessment metrics. High-dosage tutoring is provided to students with similar literacy profiles in groups of 5 or less, for 20–30 minutes per day, 4 days a week. Tutoring takes place during the school day, outside of core instruction. Tutoring instruction is delivered by the Reading Specialist/Reading Instructional Coach, classroom teacher or a highly trained instructional literacy assistant under the direction and supervision of the Reading Specialist/Reading Instructional Coach. The focus of High Dosage Tutoring includes a research-based phonemic awareness or phonics curriculum that includes explicit instruction, and decoding/encoding practice at the student’s level of need. Progress monitoring on the specific instructed skills occurs minimally every two weeks for all students receiving high-dosage tutoring. Groupings are flexible and responsive to student need. School-based MTSS systems allow for student groupings to be adjusted if student data indicates the need for more intensive tutoring or exiting of tutoring services.

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.

\(^1\) Reading, Writing, Speaking, and Listening.
RSD Response:
The Redmond School District Student Growth Assessment for Kindergarten through 5th grade literacy is robust. We have Benchmark assessments three times per year (Fall, Winter, Spring) that include a combination of online and in-person assessments. Below is the summative benchmark assessment suite by grade level.

Kindergarten
- iReady Reading Diagnostic – Winter & Spring only
- CORE Phonics Screener – Short Vowel/CVC
- Redmond School District Assessment – Phonological Processing (Rhyming, recognition and production, Blending, Segmenting), Letter Names, Letter Sounds

1st Grade
- iReady Reading Diagnostic
- iReady Literacy Tasks – Phoneme Segmentation Fluency, Letter Sound Fluency, Pseudoword Fluency, Passage Reading Fluency
- CORE Phonics Screener – Short Vowel–Low Frequency

2nd Grade
- iReady Reading Diagnostic
- iReady Literacy Tasks – Pseudoword Fluency, Passage Reading Fluency, Spelling & Encoding (untimed)
- CORE Phonics Screener – Short Vowel–Multisyllabic Words

3rd–5th Grade
- iReady Reading Diagnostic
- iReady Literacy Tasks – Passage Reading Fluency
- CORE Phonics Screener – Diagnostic only

Our RSD Student Growth Assessment captures data on all students and the iReady diagnostic allows for the disaggregation of student groups. Our current tracking systems do not allow for easy disaggregation. We are scheduled to design and onboard Edupoint’s Synergy Analytics module in January – March of 2024. The Analytics module will allow our district to import our assessment data and build an analytics system that will allow for the disaggregation of data by student groups.
Communication Plan

(Select all of the types of strategies you will use to engage with partners. For strategies not listed, write them out.)

5. What communication strategies will be used to engage with other school districts?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)
     - Regional Early Literacy Mtgs.

6. What communication strategies will be used to engage with elementary schools in the school district?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)
     - Pilot team
     - Grade level team meeting
     - Opening Doors to Reading
- SIWs
- Worksessions/trainings

7. What communication strategies will be used to engage with families in the school district?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)

8. What communication strategies will be used to engage with members of the school
district community?
   - Survey
   - Focus Group
   - Round Table Discussion
   - Community Group Meeting
   - Website
   - Email
   - Paper Newsletter
   - Social Media
   - School Board Meeting
   - Quarterly Report
   - Annual Report
   - Open House Night
   - Other (type out)

**Matching Funds**

9. Name the fund source(s) for the 25% match.
**RSD Response**
ESSER III
Title 2A

10. 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.

**RSD Response**
Not Applicable

11. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- [x] Hiring
- [x] Purchasing Curricula & Materials
- [ ] High-Dosage Tutoring
- [x] Extended Learning Programs
- [x] Professional Development & Coaching
- [ ] Other purposes (short answer, please describe)

**Fiscal Agent**

12. Name your fiscal agent for this grant agreement.

**RSD Response**
Redmond School District

**Assurances**

**Early Literacy Success School District Grant – Specific Assurances**

*By checking the following boxes, the applicant agrees that they:

- [x] 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*
☑ 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.*
☑ 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.*
☑ Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.*
☑ Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.*
☑ 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.*
☑ 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).*

**Overarching Assurances**

☑ By checking this 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.*
## Step 3: Inventory & Budget

### Current Inventory

<table>
<thead>
<tr>
<th>Core Materials</th>
<th>Intervention/Acceleration</th>
<th>Reading Intervention</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>English Language Arts</th>
<th>History</th>
<th>Spanish</th>
<th>Science</th>
<th>Technology</th>
<th>Art</th>
<th>Music</th>
<th>Physical Education</th>
<th>Health</th>
<th>PE Equipment</th>
<th>PE Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Materials</td>
<td>Intervention/Acceleration</td>
<td>Reading Intervention</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
<td>English Language Arts</td>
<td>History</td>
<td>Spanish</td>
<td>Science</td>
<td>Technology</td>
<td>Art</td>
<td>Music</td>
<td>Physical Education</td>
<td>Health</td>
<td>PE Equipment</td>
<td>PE Software</td>
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</table>

### Type of Materials
- Core Materials
- Intervention/Acceleration
- Math
- Science
- Social Studies
- English Language Arts
- History
- Spanish
- Science
- Technology
- Art
- Music
- Physical Education
- Health
- PE Equipment
- PE Software

### Time of Inventory

- September
- October
- November
- December

### Requirements
- Teacher
- Principal
- Assistant Principal
- Title I Coordinator

### Grade Levels
- K-5
<table>
<thead>
<tr>
<th>Grant Allowable Use Category</th>
<th>Proposed Investment</th>
<th>FTE</th>
<th>FTE Type</th>
<th>Allowable Use Code</th>
<th>Object Code</th>
<th>4th or 5th Grade Expenditure</th>
<th>Literacy Budget (23-24)</th>
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</thead>
<tbody>
<tr>
<td>Professional Development &amp; Coaching</td>
<td>Trainer costs for K-3 95% group trainings (October &amp; February)</td>
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<td>Implementation of new ELA Curriculum - Trainer Costs</td>
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<td>690</td>
<td>$24,600</td>
<td>$516,944.69</td>
<td></td>
</tr>
</tbody>
</table>

### Allowable Use Code

- **Purchase Culturally Relevant Curricula & Materials**: CRCM
- **Curricula Training & PD**: CTPD
- **Professional Development and Coaching**: PDC
- **1:1 High Dosage Tutoring**: 1:1HDT
- **Small Group High Dosage Tutoring**: SGHDT
- **Extended Learning Programs - Home-based Summer Reading**: ELPH
- **Extended Learning Programs - Intensive Summer School**: ELPSS
- **Extended Learning Programs - Other**: ELPO

### ALL Object Codes

- **111** Licensed Salaries includes licensed coordinators and employees in the bargaining unit
- **112** Classified Salaries for work performed by "Classified Employees"
- **11X** Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"
- **Administrative Salaries**: 113
- **2XX** Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary
- **12X** Substitute Salaries for employees who are hired on a temporary or substitute basis
- **13X** Additional Salaries
- **31X** Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services
- **34X** Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)
- **4XX** Other Supplies and Materials
- **5XX** Capital Outlay
- **690** Grant Indirect Charges/Administrative Indirect Costs
- **640** Dues and Fees
- **8XX** Miscellaneous
- **Other** Other