

# 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.

## Additional Considerations

This optional template aims to help applicants organize content prior to submitting a complete and final application via Smartsheet between December 1, 2023, and January 8, 2024. This template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Given its purpose, this document can feel duplicative of the actual guidance. The aim here is to provide an accurate and aligned support where applicants can narrate and prep what will be submitted.

## Included Application Questions

- Program Review Tool
- Professional Development and Coaching
- Extended Learning
- High-Dosage Tutoring
- Student Growth Assessment
- Communication Plan
- Matching Funds
- Fiscal Agent
- Assurances

# Required Questions

## Program Review Tool

You will prepare your response to questions 1-8 directly in the [Program Review Tool](#) and then copy and paste your responses in the Application (in Smartsheet).

## 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).

Pleasant Hill School District receives Federal Title Funds. Each year a portion of our Title IA and Title IV funds are set aside for professional development. This year funds were designated to bring in Barbara Steinberg of PDX Reading and one of the Dyslexia approved trainers by ODE. Barbara provided staff with an overview of strategies to implement with students needing additional phonics and phonemic awareness intervention. In addition, she introduced and provided staff with a model lesson of how to use UFLI in the classroom to support phoneme blending and segmentation practice. Develop accuracy and automaticity of grapheme-phoneme correspondences. Practice with decoding automaticity of words with previously learned concepts. Providing explicit introduction of new concepts. Also providing decoding and encoding practice.

## 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.

Pleasant Hill School District has two schools whose end of the day times are the elementary at 2: 15 p.m. and the high school at 3:10 p.m. To avoid transportation costs and provide students who would benefit from extended learning time in grades 1 -5. Students would be invited to stay at school from 2:15 - 3:10 p.m. for extended learning time two days a week. Each session would start with a read aloud story and snack, followed by intervention support in addressing the areas of phonemic awareness, phonics, vocabulary development, fluency and comprehension skills, developing the necessary writing skills to answer a comprehension question. The extended learning time groups would be led by either a classroom teacher or an educational assistant under the guidance of a licensed teacher.

During the summer of the 2023-2024 we would like to replicate this model offering a three hour a day summer extended learning time by invitation only to students in grades 1 – 3. Again, the focus of the summer extended learning time would be phonemic awareness, phonics, vocabulary, fluency and comprehension skills. The students would be receiving instruction led by either a classroom teacher or an educational assistant under the guidance of a licensed teacher.

## 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<sup>1</sup> 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.

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<sup>1</sup> Reading, Writing, Speaking, and Listening.

As part of our Title I program, we designate 25 - 30 minutes a day for WIN time the equivalent of High Dosage Tutoring with a group of no more than 2 -3 students, although most of our groups are 1:1, one adult to every student. Students work with either one of our licensed teachers or with an educational assistant under the guidance of a licensed teacher, Materials used are evidenced based and aligned and supplemental focused on acceleration of skills. These tutoring sessions occur during the school day and are data driven informing instruction and monitoring student progress.

In the 2024-2025 school year, we will be designating funding to expand our high dosage tutoring program offering tutoring throughout the entire school day.

## 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.

## 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)

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)

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.  
Title I Reading Interventionist Salary
  
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](#).  
SIA Reading Interventionist Salary
  
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)
  - Hiring
  - Purchasing Curricula & Materials
  - High-Dosage Tutoring
  - Extended Learning Programs
  - Professional Development & Coaching
  - Other purposes (short answer, please describe)

## Fiscal Agent

12. Name your fiscal agent for this grant agreement.  
Sheri Longobardo, Pleasant Hill School District Business Manager

## Assurances

### Early Literacy Success School District Grant - Specific Assurances

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

XHave 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](#).\*

XHave 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.

\*

XUse 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.\*

XWill provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.\*

XWill provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.\*

XWill 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.\*

XHave 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

XBy 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.\*