

EARLY LEARNING PLAN 2021-2022

LEA Name: Duchesne County School District

Date of Expected Local Board Approval: June 10, 2021

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrEIZJrXX73aotjbFWH-icRtqUfqC-/view?usp=sharing>
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.
- Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.

Funds Being Applied for: *Check all that apply.*



Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
<input checked="" type="checkbox"/> Low Income Program	\$163,078	Board
<input checked="" type="checkbox"/> Guarantee Program	\$140,498	Board



PreK-3 Professional Learning Funds

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORDdocument to earlylearning@schools.utah.gov **by August 1st**.
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page <https://datagateway.schools.utah.gov/> **no later than September 1st by 5 p.m.**

Submission of Professional Learning Grant Budget:

- Submit the Professional Learning Grant budget in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**

***Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.**

SECTION A: EARLY LITERACY

1. List core instruction (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	10-15 min/day	Daily	K-2	Wonders Reading Program, Heggerty PA Program
Phonics	20-30 min/day	Daily	K-3	Wonders Reading Program
Fluency	15 min/day	Daily	K-3	Wonders Reading Program
Vocabulary	30-40 min/day	Daily	K-3	Wonders Reading Program
Comprehension	10 min/day	Daily	K	Wonders Reading Program
	20 min/day	Daily	1st-3rd	
Oral Language	15 min/day	Daily	K-3	Wonders Reading Program
Writing	15 min/day	Daily	K	Wonders Reading Program
	30-60min/day	Daily	1st-3rd	

2. **In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

The Wonders reading program is the basis of our instruction and assessment for Tier 1. We supplement the phonological awareness instruction with the Heggerty PA Program. We use the assessments that align with Wonders as well as Acadience Reading (both benchmark and progress monitoring) assessments to make instructional decisions. Other additional assessment tools teachers may use are Core Phonics Survey, Lexia, Imagine Learning, and Reading Plus. Data from these assessments are used by individual teachers and in weekly PLCs to collaborate on the next steps necessary for each individual student. Each PLC team also generates common formative assessments to determine individual student needs. In addition, teachers use the district proficiency scale rubrics to evaluate individual student progress in each priority standard. We use both Wonders assessments and Acadience Reading assessments to verify that existing interventions are showing evidence of student improvement for specific student skill development. Data from these assessments (Wonders, MasteryConnect, Amplify, Core Phonics Surveys, etc.) guide decisions for intervention.

3. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

Tier 2:

Students who perform below expectations are identified on the assessments listed above, through classroom formative assessment, or skill specific progress monitoring conducted by teachers and/or interventionists. PLC teams work collaboratively to determine the best instructional practices of the concepts and the placement/intervention for the specific skills of the student. Teachers and/or Interventionists facilitate the instruction and activities. The Wonders intervention system is the first choice of evidence-based curriculum for these tier 2 opportunities. Other evidence-based intervention options, if needed, are Heggerty Phonemic Awareness as well as Lexia and Imagine Learning software programs. Students enter and exit the intervention the moment assessment data indicates a change is needed. Tier 2 interventions are seen as temporary in that we expect a revolving door of students that allow us to adjust as needs change, but usually lasts for at least 2 weeks with interventions occurring at least 30 minutes three times per week.

Tier 3:

Students who continue to struggle with key concepts after Tier 2 support will be considered by PLC teams and/or IEP teams for additional time and support in tier 3. Tier 3 support is to be more intensive, more personalized, and more specific. Instruction is to be on the level of the student irregardless of their grade level. Tier 3 progress monitoring and facilitation is conducted by the classroom teachers and/or interventionists. Resources for Tier 3 can be the same as that listed for Tier 2 only with increased time, support, and intensity. However, additional resources such as Read 180, System 44, Read Naturally, IXL, etc. may also be used if it better meets the specific needs of the student. Students enter and exit the intervention the moment assessment data indicates a change is needed. Tier 3 interventions are seen as temporary in that we expect a revolving door of students that allow us to adjust as needs change, but usually lasts for at least 2 weeks with interventions occurring at least 60 minutes three times per week.

4. **Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals.**
These funds cannot be used for faculty or staff in grades 4-6.

We have engaged the majority of our K-3 teachers and literacy coaches in LETRS training. We began in February and will complete Units 1-4 in August. We anticipate completing the professional learning in May 2022. For the few K-3 teachers who did not begin LETRS, they will start in the fall of 2021 and complete the professional learning in May 2023. 100% of our teachers, coaches, and administrators will complete LETRS training. Our paraprofessionals will not engage in LETRS, but we are planning professional learning tailored for them based on district specific expectations. Duchesne County School District will employ a reading coach in each school. Professional learning opportunities that reading coaches provide include: Coach teachers and interventionists on effective reading instruction; Model best practice reading instruction (including small group instruction.) Provide feedback for improvement; Assist teachers and interventionists in using data to design/alter effective interventions for struggling readers; Assist with more specific diagnostic screening for at risk students; Help teachers and interventionists with tier 1, 2, and 3 instructional strategies; Assist the staff in finding/using reports; Assist teachers to ensure that parents receive written notice of the reading status of their child on Acadience Reading - if well below and below, they also receive notice of the interventions they are receiving; Assist teachers and interventionists with their written daily schedule/planning.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in K-3 mathematics?

Duchesne County School District has contracted with Pearson to use their enVision Mathematics program in all elementary schools in our district. The enVisoin Math program includes both paper/pencil resources as well as a host of online resources for both teachers and students.

In addition, the district has developed sequencing guides, proficiency scales, learning intentions, success criteria, and assessments at the learning intention level for each priority standard. These resources are used by teachers and students to monitor levels of understanding on specific skills.

We also take advantage of the early learning software programs of Dreambox and/or Imagine Math.

2. Describe how the following mathematical components are incorporated in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	EnVision Math incorporates an element of problem solving with each and every lesson. It also includes a “Solve & Share” task at the beginning of each lesson. These practices promote the comprehension and connection of concepts across the curriculum.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	The organization of the EnVision math program builds from teaching modeling to guided practice to independent practice in each lesson. These procedures allow students to increase their fluency on each math skill. In addition, the district expectation is that students engage in 15 minutes per day of math fact practice.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Each lesson in enVision points out the Math Practices best suited to the skills involved in that lesson. Teachers engage students in these Math Practices as we continuously require students to represent their thinking in various ways using various methods of solving problems. The “Solve & Share” tasks of each lesson are one example of the strategic and adaptive mathematical thinking students interact with each day.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	We have developed a proficiency scale, with its accompanying learning intentions and success criteria, for each priority standard. Students map their course through the learning as the teacher provides frequent formative assessments and feedback. This supports students in the resiliency and in seeing the relevance of the mathematics they learn.

3. In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

The DCSD System of Curriculum & Assessment begins with the development of proficiency scales and extends to providing a bank of assessment items specific to each learning intention. Our teachers use these resources to design learning activities for tier 1, tier 2, and tier 3 instruction. If students do not master content in tier 1, they receive tier 2 support. If students do not master content with tier 2 support, they receive tier 3 support. At each bend of the road, teachers assess where students are on the proficiency scale to determine any future instruction which is tied directly to the learning intentions. To help ensure accuracy of placement, teachers also use other assessments such as KEEP, Learning Intention assessment banks, district benchmark, and RISE Benchmark Modules. Results from these assessments also guide future instruction at all 3 tier levels.

4. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.

Tier 2:

Students who perform below expectations are identified on the assessments listed above or through classroom formative assessment. PLC teams work collaboratively to determine the best instructional practices of the concepts and the placement/intervention for the specific skills of the student. Teachers and/or Interventionists facilitate the instruction and activities. The EnVision intervention system is the first choice of evidence-based curriculum for these tier 2 opportunities. Other evidence-based intervention options, if needed, are Dreambox, Imagine Math, IXL, and other software programs. Students enter and exit the intervention the moment assessment data indicates a change is needed. Tier 2 interventions are seen as temporary in that we expect a revolving door of students that allow us to adjust as needs change, but usually lasts for at least 2 weeks with interventions occurring at least 30 minutes three times per week.

Tier 3:

Students who continue to struggle with key concepts after Tier 2 support will be considered by PLC teams and/or IEP teams for additional time and support in tier 3. Tier 3 support is to be more intensive, more personalized, and more specific. Instruction is to be on the level of the student irregardless of their grade level. Tier 3 progress monitoring and facilitation is conducted by the classroom teachers and/or interventionists. Resources for Tier 3 can be the same as that listed for Tier 2 only with increased time, support, and intensity. However, additional resources such as IXL, Dreambox, and Imagine Math may also be used if it better meets the specific needs of the student. Students enter and exit the intervention the moment assessment data indicates a change is needed. Tier 3 interventions are seen as temporary in that we expect a revolving door of students that allow us to adjust as needs change, but usually lasts for at least 2 weeks with interventions occurring at least 60 minutes three times per week.

SECTION C: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used, including early reading software if being used] to [why—for what purpose].

1. Early Literacy Goal *(required)*

By May 27, 2022, Duchesne County School District will increase the percentage of 1st grade students who are at or above benchmark on the NWF-CLS skill area by 14% on the Acadience Reading Assessment from BOY to EOY by bolstering tier 1 instruction and providing ongoing instructional coaching to all 1st grade teachers, including extensive LETRS training for all 1st grade teachers, classroom observations and feedback on employing Wonders, Heggerty, Lexia/Imagine Learning, DCSD priority standards, progress monitoring, and intervention strategies to increase the percentage of students mastering all aspects of NWF and DORF and to prepare students to be lifelong readers and learners.

2. Early Literacy Goal *(required)*

By May 27, 2022, Duchesne County School District will increase the percentage of 2nd grade students who are at or above benchmark on the Acadience Composite score by 2% from BOY to EOY by bolstering tier 1 instruction and providing ongoing instructional coaching to all 2nd grade teachers, including extensive LETRS training for all 2nd grade teachers, classroom observations and feedback on employing Wonders, Heggerty, Lexia/Imagine Learning, DCSD priority standards, progress monitoring, and intervention strategies to increase the percentage of students mastering all aspects of DORF to prepare students to be lifelong readers and learners.

General Assurances: Check all the boxes below.

- The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.
- We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.
- We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.
- We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.
- We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.
- We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds (see R277-406).
- We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.
- We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.
- Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (53F-2-503).
- We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

SECTION D: PreK-3 PROFESSIONAL LEARNING

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click [here](#) to see LEA estimated funding amounts.

Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

<input checked="" type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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1. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

2. **Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each student's personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

3. **Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

4. **Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.**

<p>Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.</p>
<p>Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.</p>
<p>Resources: requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>LETRS Professional Learning provides equitable access of knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and</p>

	<p>video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.</p>
<p>Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p>	<p>LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.</p>
<p>Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes</p>	<p>LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.</p>
<p>Implementation: applies research on change and sustains support for implementation of professional learning for long-term change</p>	<p>LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.</p>
<p>Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah</p>	<p>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>

<p>Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.</p>	<p>LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to professional learning in a personalized way.</p>
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General Assurances: *Check all the boxes below.*

- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds (R277-326).
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused (R277-326).
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.