



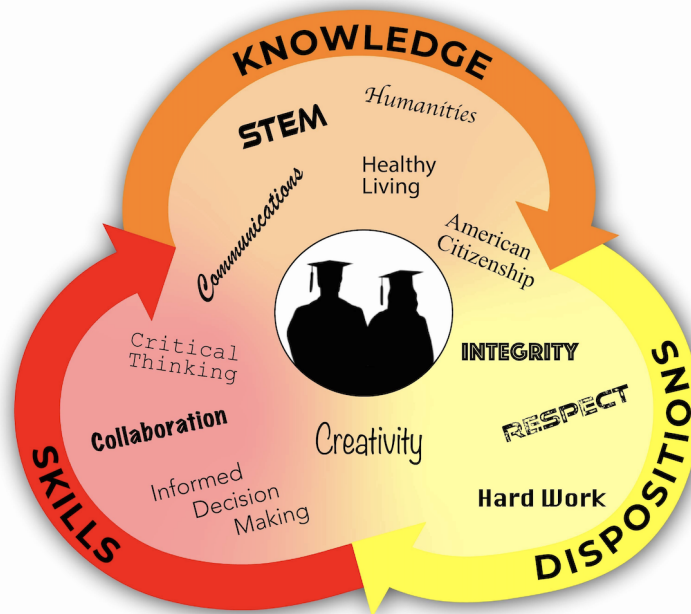
# Duchesne County School District

2023-24

## Goals

1. Every student achieves their individual reading goal.
2. Every student actively engages in school, from bell to bell, every day.

Graduates of  
Duchesne County School District  
have the . . .



. . . to lead fulfilling lives.



## DCSD Supporting Goals and Action Plans

<b>1. Every student achieves their individual reading goal.</b>	
1.1 Family and staff support every student to reach their goal.	<p>1.1.1 By the end of September, each student will set their own personal reading goal. The goal is written and recorded at the school.</p> <p>1.1.2 A specific staff member is responsible to help guide the student in setting the goal and follow-up with the student throughout the year.</p> <p>1.1.3 Progress is recorded on the report card each quarter.</p>
<b>2. Every student actively engages in school, from bell to bell, every day.</b>	
2.1 All students in each classroom are provided many opportunities to respond and participate. Goals: 3.0 OTR Rate. 1.5 Student Participation Rate.	<p>2.1.1 District leaders support teachers in this goal by providing professional development on student engagement strategies.</p> <p>2.1.2 School leaders and other teachers provide monthly feedback to teachers as they work to achieve their student engagement goals.</p> <p>2.2.3 PLC teams use their own data to discuss best practices for providing opportunities to respond and increasing student participation rates.</p>
2.2 Increase the number of students attending school each day.	2.2.1 Increase communications that enhance a culture where attendance matters.
2.3 Decrease the number of behavioral interruptions to learning.	2.3.1 Implement the Behavior Level & Behavior Contracts systems.
2.4 Increase the number of students proficient on state end-of-year assessments in grades 3-11 by 2% from the previous year in English Language Arts, Math, and Science.	2.4.1 District leaders support schools in their goals and action plans.
2.5 90% graduation rate.	<p>2.5.1 High schools implement an intervention system to help all 9th-12th grade students who fall behind in attaining the appropriate number of credits.</p> <p>2.5.2 Provide graduation progress checklists to students and families.</p>

**3. DCSD will meet all State of Utah accountability goals.**

<p>3.1 1st Grade Reading: Increase the percentage of 1st Grade students who are at or above benchmark on the Acadience Accuracy skill area from MOY to EOY by 14%.</p>	<p>3.1.1 We will bolster tier 1 instruction and provide 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, 95% Intervention Program, Lexia/Imagine Learning, DCSD priority standards, progress monitoring, and other intervention strategies.</p>
<p>3.2 2nd Grade Reading: Increase the percentage of 2nd Grade students at or above benchmark on the Acadience Fluency skill from BOY to EOY.</p>	<p>3.2.1 Increase tier 1 instruction in accuracy and bolster 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 95% intervention program strategies to increase the percentage of students mastering all aspects of Fluency and DORF to prepare students to be lifelong readers and learners.</p>
<p>3.3 3rd Grade Reading: Increase the percentage of 3rd Grade students who are at or above benchmark on the Acadience Accuracy score from BOY to EOY by 7%.</p>	<p>3.3.1 We will increase tier 1 instruction in accuracy and bolster instructional coaching to all 3rd Grade teachers, including extensive LETRS training for all 3rd Grade teachers, classroom observations and feedback on employing Wonders, Heggerty, Lexia/Imagine Learning, DCSD priority standards, progress monitoring, and 95% intervention program strategies.</p>
<p>3.4 1st - 3rd Grade Reading and Math: At least 60% of students make typical or above "Pathway To Progress" growth from beginning to end of year.</p>	<p>3.4.1 We will use the evidence-based reading curriculum Wonders, and multiple evidence-informed intervention programs (such as Heggerty, Jill Jackson, and Read 180), for our teachers to provide Tier 1 and Tier 2 instruction. Our Early Learning Coaches will provide teachers with effective teaching strategy ideas. Additionally, all K-3 teachers will be trained in the Science of Reading through LETRS training.</p>
<p>3.5 Kindergarten Math: Increase the percentage of Kindergarten students at or above benchmark on Beginning Quantity Discrimination by 8% on the Acadience Math Assessment from BOY to EOY.</p>	<p>3.5.1 We will bolster tier 1 instruction with modeled practice and provide ongoing instructional coaching to all Kindergarten teachers, including classroom observations and feedback on employing effective tier 1 strategies, progress monitoring, and intervention strategies.</p>