Utah State Board of Education | Teaching and Learning

EARLY LEARNING PLAN 2023-2024

LEA Name: Duchesne County School District

Date of Expected Local Board Approval: August 17, 2023

Directions:

- ***To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1TB91xNYFzQs-t5cO1sPhmjz5Pmcehr0l/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true***
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*

Funds Being Applied for: *Check all that apply. (**Estimated Funding and Matching Amounts**)*

X Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy Type
X **Low Income Program**	$234,000	Board Local Levy
X **Guarantee Program**	$202,000	Board Local Levy

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 the following to earlylearning@schools.utah.gov **by August 1st.**
  - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in Utah Grants **no later than September 1st by 5 p.m.**
  - Early Literacy budget,
  - Final ELP plan (as an attachment),
  - Local board minutes (as an attachment)
- Goals must be submitted into the Data Gateway - Early Literacy Page **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

1. **List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:**

   *SB 127: *Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)	
	General Education	**Special Education**
Phonological Awareness	Wonders Reading Program, Heggerty PA Program	Wonders Reading Program, Heggerty PA Program
Phonics	Wonders Reading Program	Wonders Reading Program
Fluency	Wonders Reading Program	Wonders Reading Program
Vocabulary	Wonders Reading Program	Wonders Reading Program
Comprehension	Wonders Reading Program	Wonders Reading Program
Oral Language	Wonders Reading Program	Wonders Reading Program
Writing	Wonders Reading Program	Wonders Reading Program

2. **List the assessments used in K-3 literacy for each section below.**

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

Screener(s): Acadience Reading, (optional) Spelling screener, KEEP
Diagnostic(s): **Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.* Phonemic Awareness - PASI Phonics – PSI and/or Core Phonics Survey and/or LETRS Phonics and Word Reading Survey Decoding - Diagnostic Decoding Survey

Comprehension - Wonders Reading program assessments
Progress Monitoring: **SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;* Students will participate in regular progress monitoring in order to determine the success of intervention. Progress monitoring will utilize Acadience Reading on the prescribed schedule. Additional progress monitoring with PASI, PSI, spelling, comprehension, and other diagnostics will be utilized as needed to determine student progress.

3. **List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.**

   *SB 127: *Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

   **Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

Tier 2 Evidence-based Curriculum Program(s) and/or strategies: 95% Intervention Explicit phonemic awareness, phonics, and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitor every 2-4 weeks
Tier 3 Evidence-based Curriculum Program(s) and/or strategies: System 44, Read 180 Explicit phonemic awareness, phonics, and fluency instruction in small groups with the classroom teacher, reading specialist, and/or the SpED teacher daily for 30 - 45 minutes and progress monitor every 1-2 weeks
Briefly describe how you ensure intervention is aligned to students' needs? Intervention programs are assigned by the specific needs of each individual student and align with the skill deficits determined by their diagnostic assessment(s).

SECTION B: EARLY MATHEMATICS

1. **What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?**

Duchesne County School District has contracted with McGraw Hill to use their Reveal Mathematics program in all elementary schools in our district. The Reveal 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, ST Math, and/or Imagine Math.**

2. **Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.**

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Reveal Math incorporates an element of problem-solving with each and every lesson. It also includes a "Be Curious" task at the beginning of each lesson. These practices promote the comprehension and connection of concepts across the curriculum. Additionally, we use evidence-based strategies such as: Implementing tasks that promote reasoning and problem solving, guided mathematical discourse, and Number Talks.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	The organization of the Reveal math program builds from teaching modeling to guided practice to independent practice in each lesson. These procedures allow students to increase their fluency in each math skill. Additionally, we use evidence-based strategies such as: Building procedural fluency from conceptual understanding, games to promote fluency, mathematical routines, Number Talks, Math software programs used at individual schools: Dreambox Math, ST Math, Imagine Math
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.	Use evidence-based strategies such as: Using the Mathematical Practices in the Utah Core State Standards and mathematical practice tasks from Reveal Math such as Ignite! Activities that encourage students to work together to solve problems.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Use evidence-based strategies such as: creating student-centered goals aligning with our proficiency scales, modeling a positive math mindset, and providing positive math experiences that relate to real-world problems.

3. **Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.**

Acadience Math screener, KEEP, RISE, and Common Formative Assessments created by PLC teams are all utilized to guide teachers' tier 1 instruction and tier 2 and 3 interventions. Data from these assessments are reviewed by PLC teams on a weekly basis, collaboration on best practices is discussed, intervention groups based on each student's individual needs are designed, and follow-up assessments are planned. Individual teachers also utilize this data to guide their instruction, re-teaching, and interventions within the classroom.

4. **List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.**

Tier 2 Intervention Program(s)/strategies: The Reveal intervention system is the first choice of evidence-based curriculum for these tier 2 opportunities. Other evidence-based intervention options, if needed, are Dreambox, ST Math, and Imagine Math..
Examples of Reveal intervention strategies are: using clear mathematical language, providing concrete and semi-concrete representations, teaching effective use of number lines, and providing deliberate instruction on word problems.

Tier 3 Intervention Program(s)/strategies: Resources for Tier 3 can be the same as that listed for Tier 2 only with increased time, support, and intensity.

Briefly describe how you ensure intervention is aligned to students' needs?
Based on the outcomes of the Acadience Math screener and additional diagnostic assessments given for each student demonstrating intervention needs, we assign an intervention program that builds on the strengths the student exhibited in their assessments.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: Analyzing Data and Identifying Areas of Need and Writing Goals

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] to [why—for what purpose].

1. **Early Literacy Goal** ***(required)***

By May 24, 2024, Duchesne County School District will increase the percentage of 1st Grade students who are at or above benchmark on the Accuracy skill area of the Acadience Reading Assessment from MOY to EOY by 14% 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, 95% Intervention Program, Lexia/Imagine Learning, DCSD priority standards, progress monitoring, and other intervention strategies to increase the percentage of students mastering accuracy and to prepare students to be lifelong readers and learners.

2. **Early Mathematics Goal** ***(required)***

By May 24, 2024, Duchesne County School District will increase the percentage of Kindergarten students who are at or above benchmark on the Beginning Quantity Discrimination skill area by 8% on the Acadience Math Assessment from BOY to EOY by bolstering tier 1 instruction with modeled practice and providing ongoing instructional coaching to all Kindergarten teachers, including classroom observations and feedback on employing effective tier 1 strategies, progress monitoring, and intervention strategies to increase the percentage of students mastering math by the end of Kindergarten and to prepare students to be fluent in math and life-long learners.

3. **Early Literacy or Mathematics Goal** ***(required)***

X Literacy Goal ☐ Mathematics Goal

By May 24, 2024, Duchesne County School District will increase the percentage of 3rd-grade students who are at or above benchmark on the Acadience Accuracy score from BOY to EOY by 7% by increasing tier 1 instruction in accuracy and bolstering instructional coaching to all 2nd-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 to increase the

percentage of students mastering all aspects of accuracy and DORF to prepare students to be lifelong readers and learners.

General Assurances: ***Check the box below.***

X The LEA assures that it is in compliance with State Code 53F-2-503, 53E-4-307.5, 53G-7-218, 53E-3-521 and Utah Board Rule R277-406 applicable to this program.

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.