

EARLY LITERACY PLAN 2020-2021

LEA Name: Weber School District

Date of Expected Local Board Approval: August 5, 2020

Directions:

- *Submission of an Early Literacy Plan (sections A and B) are required for each LEA regardless of applying for funding.*

Funds Being Applied for:

Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Low Income Program - Amount Matching \$737,221.99

Guarantee Program - Amount Matching \$635,145.10

Submission of Early Literacy Plan: For plan pre-approval, submit to EarlyLearning20@schools.utah.gov by July 17. For final approval, submit your plan and local board minutes in <https://utahgrants.utah.gov/> **no later than September 1 by 5 p.m.** Goals must be submitted into the Data Gateway - <https://datagateway.schools.utah.gov/>

***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. Describe core instruction in grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	10-20 Min	Daily	K-1	Use auditory, visual, tactile (touch), and kinesthetic (movement) representations of sounds to teach phonemic awareness. (HMH Decoding Power, ERI-Early Reading Intervention (Scott Foresman,) Letter a Day, (Alphafriends)
Phonics	30-45 Min	Daily	K-3	Systematic and explicit instruction that is supported by embedded text (HMH Decoding Power, HMH Decodable texts, HMH Blend it Books, Words Their Way, Reading for All Learners, HMH Phonics Routines, Reading Horizons).
Fluency	10-20 Min	Daily	1-3	Multiple opportunities to read aloud during the day with modeled reading and explicit instruction. Master high-frequency words (Onset and rime blending books, Sight Words, Fry Words, Repeated Reading, Partner Reading, Dyad Reading, HMH Leveled Readers, Read Naturally, Six Minute Solution).

Vocabulary	10-20 Min	Daily: Throughout the day and in all content areas	K-3	Is taught in context and includes academic vocabulary. Focus on Tier 1 and Tier 2 words (Anita Archer Vocabulary Routine, Wide Reading, HMH Journeys Write-In Readers, HMH Vocabulary routines and cards).
Comprehension	30 Min +	Daily: Throughout the day and in all content areas	K-3	Text discussions throughout the day and in all content areas (Text-Dependent Questioning, Summarizing, Text Structure, Note Taking, Chunking, Comprehension Toolkit, Journeys Write-In Readers, Journeys Close Readers).
Oral Language	30 Min +	Daily: Throughout the day and in all content areas	K-3	Student collaboration in multiple settings and built-in throughout the day (Turn and Talk; Think, Pair, Share; small group discussions; HMH Speaking & Listening Components; Sentence Frames; Unit Launch; Teacher Read Aloud).
Writing	15-40 Min	Daily: Throughout the day and in all content areas	K-3	Opportunities to respond in writing throughout the day and in all content areas (Six Traits, Utah Compose, Writing Frames, HMH Common Core Writing Handbook, quick writes, journals, exit tickets, HMH integrated grammar, HMH performance assessments, RISE Benchmark assessment).

2. Explain how literacy assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Every student in grades K, 1, 2 and 3 is assessed three times each year using the DIBELS Next Benchmark assessment which is an evidence-based, reliable, and validated universal screener. These benchmark assessments, in addition to other assessments, provide an indication of which students may be at risk for academic failure in early reading skills. The benchmark assessments are administered in September, December and April/May. The data from Acadience Reading Assessment and other assessments is analyzed along with input from the teacher to determine the strengths and areas of need a student is demonstrating in early reading skills. Using additional assessments as needed (Core Phonics Screener and 95% Group Assessments), data for students who fall in the well-below benchmark is looked at closely to determine the specific needs of the students. The school's child study team which consists of the classroom teacher, reading specialist and other school staff as needed, use all of the data to determine the action plan for supporting students at risk in early reading skills. The team follows a problem solving process by analyzing the data, determining the root cause, identifying what supports to use for intervention and monitoring the effectiveness of the interventions. The instruction provided is targeted to the needs of the students. PLCs are also used as a time to analyze student data and determine how to address the needs of students and analyze instructional decisions. Every school uses a multi-tiered system of support to meet the needs of all students. Every school has a reading coach who works closely with teachers and other support personnel to oversee and provide ongoing support for K-3 reading achievement. Progress monitoring is accomplished using Acadience Reading Monitoring assessments as well as other applicable formative assessments that best match the targeted area(s) of need. The students are monitored using sub-measures which may also include off-grade level components as needed. Goals are set for students and trajectories for growth are determined based on the individual student needs using Acadience Reading Pathways of Progress. Students who are well-below benchmark as determined by Acadience Reading are monitored every 2 weeks. Students who are below benchmark as determined by Acadience Reading are monitored every 2-4 weeks. Students who are at

Benchmark as determined by Acadience Reading are monitored every 4-6 weeks. Classrooms which have less than 80% of students at benchmark or are not meeting the growth trajectories will work with the reading coach to develop evidence-based instructional routines. Teacher coaching and observations will take place. Student progress monitoring and data will be tracked.

3. Describe the tier 2 and 3, evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.

Tier II instruction is provided for students who are not reading at grade level as determined by Acadience Reading Screener, teacher observation, and Core Phonics Screener. The Tier II intervention is in addition to the Tier I instruction. This instruction is provided in small group settings and delivered by highly-qualified teachers or highly-trained paraprofessionals under the direction of a certified teacher or reading coach. This instruction is targeted, based on the specific Tier I needs of the students, and focuses on skills that support reading proficiency. Instruction may be provided through a push-in or pull-out model to meet the needs of the students. These intervention groups are held 4-5 days a week for 15-30 minutes. Recognizing that not every Tier II program works for every student, multiple evidence-based programs are used to target individual student needs. The materials being used are based on the needs of the students and include: intervention pieces from our basal program, Journeys (Houghton Mifflin Harcourt); Write in Readers; Decodable Readers; and Decoding Power (explicit phonics lessons); Early Reading Intervention (ERI Scott Foresman); Reading Horizons, 95% Group, Beverly Tyner and supplemental phonics/decoding programs. Imagine Learning is used as a supplemental support for students at risk in reading. In addition, some students participate with technology components that further support their individual needs. Progress monitoring takes place every 2-4 weeks to determine whether a change/adjustment to instruction is needed. Data from progress monitoring is analyzed by the grade-level team in a weekly PLC setting. Students who reach proficiency with interventions will be moved back to Tier I and continued to be progress monitored to ensure they are maintaining their benchmark status. If Tier II interventions are not allowing the student to make adequate progress, the teacher will share the data with the school child-study team. The team will analyze the data and determine if there are additional influencing factors which would warrant additional assessments. Based on their findings, the team may suggest additional interventions or notify parents and proceed with the process of determining if the student has an underlying need which qualifies them for additional services including Tier III interventions or Special Education services.

Tier III instruction is intensive instruction for students who have been identified by the school Child Study team as having significant needs that are well-below the current grade level using a diagnostic assessment. Tier III is given in addition to Tier I and Tier II instruction. Tier III intervention is conducted in small groups and provided by a highly-qualified teacher, specialist, or highly-qualified special education teacher. The students may have an IEP, however, Tier III is not just for special education students. These intervention groups are held 4-5 days a week for 30-45 minutes. The material being used is based on the needs of the individual student and includes Journeys Intervention pieces - Write in Readers, Decodable Readers, and Decoding Power explicit lessons (Houghton Mifflin Harcourt), Early Reading Intervention (ERI Scott Foresman), Reading Horizons, 95% Group and supplemental phonics/decoding programs. The instruction provided at this level is more intensive and may increase in time, be provided in a smaller groups (2-3), or may even involve some one-on-one instruction. All programs use evidence-based practices that are systematic and explicit. Students who receive Tier III instruction are progress monitored off-level every 1-2 weeks to determine progress. Grade-level progress monitoring is also used to ensure closing of learning gaps to approach or meet grade-level expectations. Students who move out of well-below status on progress monitoring may discontinue Tier III services, but will continue to receive Tier II intervention until they are identified as achieving benchmark indicators on the Acadience Reading screener or progress monitoring.

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

Weber School District provides a certified teacher to serve as a reading coach in each elementary school through the use of the K-3 Early Literacy funding. These specialists are experienced classroom teachers who serve a dual purpose of working with students and providing coaching for teachers in grades K-3. Each coach is required to obtain a Level I and Level II Reading Endorsement and participate, as a group, in monthly training and collaboration provided by the district curriculum specialist and/or school literacy coaches. This professional learning includes data analysis, MTSS, coaching strategies, evidence-based practices for early literacy, dyslexia and collaborative discussions on individual student and school needs.

The reading specialist's coaching role allows them to support teachers in Tier I instruction. The focus is engagement and scaffolding so all students have access to Tier I learning activities. This is achieved through modeling, individual coaching cycles, school and district level professional learning sessions. Reading coaches support grade-level teams during their PLC time by providing Acadeince Reading benchmark and progress monitoring data and participate in their collaborative discussions about the data. The grade and class level data allows for teams to address Tier I needs. Tier II and Tier III needs are based on individual student data and needs.

Reading coaches are specifically trained to provide and oversee Tier II and Tier III interventions. As part of this role, they provide professional learning experiences for the paraprofessionals on specific intervention programs, as well as instructional strategies and routines required in the district. Reading specialists provide explicit training at both the school and district level on early reading foundational skills. Implementation and monitoring for effective instruction is completed by school literacy coaches.

SECTION B: 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 28, 2021, Weber School District will increase the percentage of 1st grade students at or above benchmark in DIBELS Nonsense Word Fluency, correct letter sounds (NWF-CLS) by 8%, from the beginning of the year to the end of the year by providing ongoing professional learning, instructional coaching, and grade-level collaboration. Students will also receive supplemental support by using *Imagine Learning* and/or *Reading Horizons*. The goal is to support students in mastering basic phonics skills.

2. Early Literacy Goal (required)

By May 28, 2021, Weber School District will increase the percentage of 3rd grade students at or above benchmark in DIBELS Oral Reading Fluency (DORF) accuracy by 5% from the beginning of the year to the end of the year by providing ongoing professional learning, instructional coaching, grade-level collaboration, targeted instruction and ensuring equal time reading both literature and informational content reading. Students will also receive supplemental support by using *Imagine Learning* and/or *Reading Horizons*. The goal is to support students by filling learning gaps and to maximize "in text" time for students.

General Assurances: Check all the boxes below.

- The Early Literacy Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- The Early Literacy Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- The Early Literacy 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 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 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 remediation interventions for reading 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 (*see R277-406*).
- We understand that we will report literacy 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, 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 and R277-406, 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.