

EARLY LITERACY PLAN 2020-2021

LEA Name: Duchesne County School District

Date of Expected Local Board Approval: June 25, 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 \$ 163,078

Guarantee Program - Amount Matching \$ 140,498

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	10-15 min/day	4 days/week	K-2	Wonders Reading Program, Heggerty PA Program
Phonics	20-30 min/day	4 days/week	K-3	Wonders Reading Program
Fluency	15 min/day	4 days/week	K-3	Wonders Reading Program
Vocabulary	10-20 min/day	4 days/week	K-3	Wonders Reading Program
Comprehension	10 min/day	4 days/week	K	Wonders Reading Program
	20 min/day	4 days/week	1st-3rd	
Oral Language	15 min/day	3 days/week	K-3	Wonders Reading Program
Writing	15 min/day	4 days/week	K	Wonders Reading Program
	30-60 min/day	4 days/week	1st-3rd	

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.

The Wonders reading program is the basis of our instruction and assessment for Tier 1.

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

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 placement/intervention for the specific skills of the student. The Wonders intervention system is the first choice of curriculum for these tier 2 and 3 opportunities. Other 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. All interventions are seen as temporary in that we expect a revolving door of students that allow us to adjust as needs change.

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.

Duchesne County School District will employ a reading coach in each school.

Professional learning opportunities that reading coaches provide include:

- a. Coach teachers and interventionists on effective reading instruction.
- b. Model best practice reading instruction (including small group instruction.) Provide feedback for improvement.
- c. Assist teachers and interventionists in using data to design/alter effective interventions for struggling readers.
- d. Assist with more specific diagnostic screening for at risk students.
- e. Help teachers and interventionists with tier 1, 2, and 3 instructional strategies.
- f. Assist the staff in finding/using reports.
- g. 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. This is immediately after the BOY, MOY, and EOY benchmark.
- h. Assist teachers and interventionists with their written daily schedule/planning.

School PLC teams will collaborate weekly about evidence-based instructional strategies that best pertain to upcoming priority standards.

District-wide PLC teams will collaborate on proficiency scales and assessment practices aligned to upcoming priority standards.

District led training will be provided twice throughout the year.

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, DCSD kindergarten teachers will increase the percentage of kindergarten students scoring at/above benchmark by 23% on Acadience Reading Composite from BOY to EOY by bolstering tier 1 instruction and providing ongoing instructional coaching to all kindergarten teachers, including 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 measures of Acadience to prepare students for subsequent reading instruction.

2. Early Literacy Goal *(required)*

By May 28, 2021, DCSD 1st - 3rd grade teachers will increase the percentage of 1st - 3rd grade students scoring at/above benchmark by 5% on Acadience Reading Composite from BOY to EOY by bolstering tier 1 instruction and providing ongoing instructional coaching to all 1st - 3rd grade teachers, including 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 measures of Acadience to prepare students to be lifelong readers and learners.

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.