EARLY LITERACY PLAN 2020-2021

LEA Name: GreenWood Charter School
Date of Expected Local Board Approval: August 21, 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:
X Early Literacy Program Funds
DISTRICT ONLY - Matching Funds:
☐ Low Income Program - Amount Matching $________________________
☐ Guarantee Program - Amount Matching $________________________

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:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Duration</th>
<th>Frequency</th>
<th>Grades</th>
<th>Evidence-based Curriculum/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>at least 15 minutes</td>
<td>Daily</td>
<td>K-3</td>
<td>Heggerty; Reading Horizons</td>
</tr>
<tr>
<td>Phonics</td>
<td>30 minutes</td>
<td>Daily</td>
<td>K-3</td>
<td>Reading Horizons</td>
</tr>
</tbody>
</table>
| Fluency               | at least 15 minutes | Daily     | K-3    | Reading Horizons
<pre><code>    |                   |           |        | Power Readers/Supercharged Readers decodable connected text             |
    |                   |           |        | Dyad Reading                                                            |
    |                   |           |        | EL Education ELA Modules                                                |
</code></pre>
<p>| Vocabulary            | 30-40 minutes     | Daily     | K      | Reading Horizons’ software                                              |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Frequency</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Daily</td>
<td>20-30 minutes</td>
<td>K-3</td>
<td>Reading Horizons- software program, Little Books, Power Readers and Supercharged Readers decodable books</td>
</tr>
<tr>
<td>Oral Language</td>
<td>Daily</td>
<td>Strategically embedded throughout</td>
<td>K-3</td>
<td>Power Readers/Supercharged Readers decodable connected text</td>
</tr>
<tr>
<td>Writing</td>
<td>Daily</td>
<td>20-60 minutes</td>
<td>K-3</td>
<td>Reading Horizons</td>
</tr>
</tbody>
</table>

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.

1. Data is gathered from Acadience Reading benchmark and progress monitoring assessments, Reading Horizons Check-ups and Skill Checks, and Heggerty Phonemic Awareness Assessments. This data is used to form intervention groups and to direct instruction for these groups. Teachers and paraeducators meet weekly to discuss the most recent data and plan for the upcoming instruction. One or two specific needs are identified for each group and intervention lessons/activities are planned to address these needs. Plans are also made to reassess after adequate interventions have been completed. These plans and the carrying out of these interventions are documented.
3. Describe the tier 2 and 3, evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.

**Tier 2:**

- Para educators and classroom teachers will address tier 2 needs in a small group setting.
- We use the following curriculum in tier 2 targeted small groups: Reading Horizons to reteach, CORE Teaching Reading Sourcebook, and Florida Center for Reading Research activities. DYAD reading will also be used in a class setting grade 1-3.
- Small Groups occur daily four times a week for approximately one hour per day.
- Progress monitoring includes skill checks included in Reading Horizons and Acadience Reading Progress Monitoring. Teachers will meet with paras weekly to look at data and plan the upcoming small groups based on the data they have collected.
- Entry criteria consists of Reading Horizons checkups (like exit tickets) and Acadience Reading data. Exit criteria consists of showing proficiency through a Reading Horizons skill check, spelling test, or Chapter Test or meeting the Acadience Reading benchmark goal that was previously missed. When Tier II students demonstrate grade level proficiency, they will exit to Tier I, and will be closely monitored.

**Tier 3:**

- Para educators, SpEd para educators and classroom teachers will address tier 3 needs in a small group setting.
- We use the following curriculum in tier 3 targeted small groups: Heggerty Phonemic Awareness, Reading Horizons for reteaching unacquired skills, CORE Teaching Reading Sourcebook, Acadience Reading Instruction Activities and Florida Center for Reading Research activities. DYAD reading will also be used in a class setting grade 1-3.
- For tier 3 SpEd specific, we utilize incremental Read Naturally passages for fluency and comprehension support. This year we will implement one on one sessions for all students with reading goals on their IEP. These sessions will be implemented with intervention components including: (a) highly targeted, (b) provides an appropriate level of challenge for the individual student, (c) explicitly teaches a specific skill, (d) allows many opportunities to respond, and (e) provides immediate corrective feedback for an individual student all in a one-on-one controlled environment with consistent progress monitoring and reactive intervention planning.
- When Tier III students demonstrate consistent growth, they will exit to Tier II, and will continue to be closely monitored.
- Small Groups occur daily four times a week for approximately one hour per day plus additional minutes for SpEd.
- Progress monitoring includes skill checks included in Reading Horizons and Acadience Reading Progress Monitoring. Acadience data for previous sub measures where benchmarks were not met will be noted. Teachers will meet with paras weekly to look at data and plan the upcoming small groups based on the data they have collected.
- Entry criteria consists of Reading Horizons checkups (like exit tickets) and Acadience Reading data. Exit criteria consists of showing proficiency through a Reading Horizons skill check, spelling test, or Chapter Test or meeting the Acadience Reading benchmark goal that was previously missed.
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.

Learning opportunities will be provided in several forms. Teachers, paras and the literacy specialist will participate in Reading Horizons professional development to support the implementation of their curriculum. In addition, all ELA teachers will be participating in the online IDA accredited program, “The Reading Teacher’s Top Ten Tools” throughout the year. Understanding the fundamentals and science of reading will ensure school wide knowledge to support our literacy plan. As we want to begin school wide implementation of Dyad Reading, our Literacy Specialist will take the Utah State offered Dyad Reading Course in Canvas and provide professional development to all teachers throughout the school year to support this.

GW has also partnered with EL Education throughout the school year and summer for professional development in high leveraging teaching methods, and curriculum support in the EL Education Modules. Our school has a specific School Designer that supports our school monthly in professional development. Our school Leadership Team collaborates monthly with our EL Education School Designer, to ensure support and growth evidence in literacy development. Our school will be sending one K-3 teacher to the National EL Education Conference, which offers classes on literacy development and EL Education Module curriculum support.

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, GreenWood Charter School will increase proficiency of 1st grade students in the Nonsense Words-Whole Words Read (WWR) Acadience Reading submeasure test by 9% from BOY to EOY. This will be done by providing ongoing curriculum support including Reading Horizons, Heggerty and decodable Power Readers. We will hold weekly data inquiry meetings with our teachers, paraprofessionals and coaches to make sure we are meeting our progress goals. Teachers will be supported by professional learning around Reading Horizons, Top 10 Reading Tools program, and Dyad reading. They will also be supported by a coaching team (including literacy specialist, instructional coach and admin) working to provide data and tools to meet their goals.

2. Early Literacy Goal (required)

By May 28, 2021, GreenWood Charter School Staff will maintain the number of 2nd grade students who are proficient in their Acadience Reading ORF (Oral Reading Fluency) from BOY to EOY. This goal will be achieved by providing ongoing curriculum support (Reading Horizons), instructional coaching for teachers, and targeted interventions to students that are lacking in accuracy and growth. Our Student Success team, including the classroom teacher, will identify and target sub measure skills in the Acadience Reading reading assessment, to support student improvement and proficiency in their accuracy score. All supports will be based on Acadience Reading progress monitoring data, Reading Horizons’ screeners and dashboard, as well as teacher observations. Utilizing intervention support staff, evidence based interventions, and data, teachers will provide small group instruction plans and identification of accuracy needs more efficiently. Teachers will additionally be supported by multiple resources, including: Instructional Coach, Student Success Team (including SPED and Tier II specialists), EL Education School Designer, Reading Horizons Support Representative, and school administration. Teachers will also be supported by professional learning around Reading Horizons, Top 10 Reading Tools program, and Dyad reading.

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.