

Early Literacy Play SY2019-2020

LEA Name: Open Classroom 8D

Date of Expected Local Board Approval: August 28, 2019

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

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	10-15 minutes	Daily	K-2	Explicit phonological routines including: Detecting rhyme, clapping syllables, counting words in sentences, blending/segmenting onset and rime, and specific phonemic awareness routines with a focus on identifying, blending, and segmenting individual sounds in words.
Phonics	20-30 minutes	Daily	K-3	Explicit phonics routines including teaching letter sound and sound combination in isolation, sound by sound blending of words, whole word reading with an emphasis on vowel patterns. The instructional sequence begins with VC, CVC, CVCe, CVVC, moving to more complex patterns including variant vowels patterns and diphthong and multisyllabic words.
Fluency	10-15 minutes 15-20 minutes 15-25 minutes	Daily 4x/week Daily	K 1 -2 3	Reading for all Learners Scholastic Leveled Readers Explicit fluency routines including modeling, echo, choral, partner, and individual reading of text with an emphasis on accuracy, prosody, and appropriate rate depending on the grade level.
Vocabulary	10-15 minutes	Daily	K-3	Explicit Vocabulary routines including: Introduce the word by using an appropriate word reading strategy, define in student friendly language, provide an example, and ask questions that deepen knowledge. Questions may include identifying a synonym or antonym, comparing to known words, identifying characteristic or qualities,
Comprehension	20-35 minutes	Daily 4x/week	K 1-2	Read aloud, big books, prediction in Kindergarten

	45-60 minutes 45-60 minutes	Daily	3	Explicit close reading routines in grades 1-3 including reading the text multiple times with a specific purpose. Beginning with reading for the general meaning followed by repeated readings to answer text dependent questions, cite specific evidence, and generating questions.
Oral Language	10 minutes 10-15 minutes 20 minutes	Daily Daily Daily	K 1 – 2 3	Strategies include collaborative conversations, sentence frames, think-pair-share, read-discuss-write, oral presentations.
Writing	20-40 minutes	Daily	K-3	6 Traits, Lucy Caulkins Journals in multidisciplinary settings, specific instruction in opinion, informative, and analytical writing. With support from colleagues in PLCs, teachers use USBE rubrics to evaluate and plan for teaching specific areas such as organization, evidence and elaboration, conventions

2. Describe the assessments used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students’ diagnostic needs.

Three times each year, all K-3 grade students are assessed using Acadience benchmarks and the DRA (RLA in grade 3). Teachers use the results from these assessments to set realistic yet ambitious goals for all K-3 grade students following benchmark testing. Teachers then plan for intervention instruction and use Acadience progress monitoring to evaluate intervention and adjust instruction if needed. In addition, teachers use Acadience results to evaluate tier I-grade level instruction.

Weekly assessments are used by teachers including spelling, writing, phonological and phonemic awareness, phonics, oral reading, and comprehension to identify students who need support in a specific area. Teachers work collaboratively with grade level colleagues to develop Common Formative Assessments (CFA) and exit tickets to evaluate student learning on a frequent basis and compare results to improve all classrooms.

LexiaCore Blended learning platform provides ongoing assessment of progress, which is accessed by teachers at least bi-monthly to analyze learning needs or gaps.

3. Describe the tiered, evidence-based intervention system available to students struggling to read proficiently.

Using results from the assessments above, teachers develop intervention using classroom materials including leveled library, basal readers, Reading for All Learners, Text Talk, etc. consisting of scaffolded instruction in phonological awareness, phonics, fluency, comprehension, and writing. Lexia Core 5 is utilized in a blending leaning model. Students are assessed and then placed for online instruction in the following areas: phonological awareness, phonics, structural analysis, automaticity

and fluency, vocabulary, comprehension. Teachers monitor students' progress and provide intervention in small groups or one-on-one instructional groupings. Areas are identified using reports provided. Teachers are alerted to areas where students either are "stuck" or may have taken a long time to master a unit affecting fluency in a particular area.

We also partner with the University of Utah Reading to provide tutoring for students identified for Tier II intervention, and to support the ongoing training of teachers and paraprofessionals in Early Steps and Next Steps.

Kindergarten students are provided small group tutoring by a teacher or trained paraprofessional using ERI in flexible groupings that change throughout the year as skills develop or skill deficiencies are identified.

Certified special education teachers provide tier 3 intervention to special education students. Teachers use the Wonderworks component of the Wonders Reading program to deliver targeted reading instruction, which supports our tier 1 instruction. Special education students may also receive tier 2 instruction in the general education class. Progressed is monitored collaboratively between the general and special education teacher. EL

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

The elementary literacy specialist provides job embedded professional development in PLCs focusing on a data driven model. Following Acadience, interim assessments, and CFAs, teachers review the data and student work to determine areas of strength as well as areas needing intervention and plan for instruction. As a result of the work accomplished in PLCs, teachers participate in coaching cycles that include modeling, observing, debriefing and planning. Unit planning occurs during grade level team collaborative meetings. The Literacy specialist has access to Salt Lake City School District professional development that is planned for district literacy coaches which occurs monthly to increase her capacity to serve as an expert in both content knowledge and pedagogy.

The literacy specialist provides training for all teachers in Acadience administration, interpretation, and planning, and literacy strategies in the content area. She also coordinates the LexiaCore blended learning platform professional development which occurs twice during the year.

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, including early intervention K-3 software if being used.

Goal 1 (required)

By June 3, 2020, Open Classroom Charter will increase kindergarten Acadience Nonsense Word Fluency-CLS proficiency rates by 1% from MOY to EOY by providing professional development in the implementation of Explicit Phonics Instruction. The literacy specialist will provide training and support for

increased explicitness in phonics instruction. Following the professional development sessions, the literacy specialist will model, observe, and provide support in implementation.

Goal 2 (required)

By June 3, 2020, Open Classroom Charter will increase first through third grade Acadience Composite proficiency rates by 2% from BOY to EOY by providing professional development in using the Acadience Amplify platform to support data informed instruction. The literacy specialist will provide training and support to teachers for identifying students who are not on benchmark and students who are making less than typical growth on Pathways of Progress, and developing strategic interventions in small groups and one-on-one. Teachers will implement and track the interventions, discuss results in team collaborative time, and adjust the intervention strategies as needed to move students toward greater fluency. The literacy specialist will provide ongoing support, observations, and monitoring of data collection and analysis.

Goal 3 (optional)

Goal 4 (optional)

General Assurances: Check all the boxes below.

- ✓ The plan submitted has been reviewed and approved by your local school board in a public meeting.
- ✓ We understand our state growth goal is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Next.
- ✓ We understand that we will submit our end of year data and report progress for our local goals by June 30 annually.
- ✓ We understand that if our plan is not approved by October 15th, we forego our Early Literacy Program funds.

- ✓ 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 (*see 53F-2-503 for details*).
- ✓ We understand that if program money is used in a manner that is inconsistent with 53F-2-503, 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.

Christine Marriott, Principal of Open Classroom Charter