

PHA EARLY LITERACY PLAN 2020-2021

LEA Name: Pacific Heritage Academy

Date of Expected Local Board Approval: 08/20/20

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 \$ _____**
- 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:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	20 min K-1 15 min K	Daily	K-1	EL Modules using EL Foundational Skills and All Block
Phonics	20 min K-1 20 min 2-3	Daily	K-3	Small/Individual group instruction EL Modules & EL Foundational Skills and All Block
Fluency	20 min K-1 20 min 2-3	Daily	K-3	Small/Individual group instruction EL Modules & EL Foundational Skills and All Block
Vocabulary	5 min K-1 15 min 2-3	Daily	K-3	Small/Individual group instruction Word Identification, Word wall instruction using EL Modules
Comprehension	10 min K-1 20 min 2-3	Daily	K-3`	Small/Individual group instruction discussion and questioning, D.O.K. (Depths of knowledge), close reading using information literary texts comprehension instruction in context EL Modules
Oral Language	5 min K-1 5 min 2-3	Daily	K-3	Small/Individual group instruction EL Modules

Writing	15 min K-1 15 min 2-3	Daily	K-3	Small/Individual group instruction EL Modules, EL Foundational Skills and All Block
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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.

We use Acadience Reading for benchmarking and progress monitoring of all students. Based on benchmark data from the beginning of year, strategic and intensive students (performing below grade level) receive progress monitoring every two weeks. Acadience Reading specific targeted lesson interventions are used for our below grade level students. Students at benchmark or above receive progress monitoring at least once per month. Instruction is adjusted based on progress monitoring data. Weekly snapshot assessments using the EL Foundational Skills for K-2. 3rd grade will use assessments from the EL All Block curriculum.

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

Tier one instruction in K-3 is centered in the Reading Foundation Skills block and EL Modules taught explicitly by the classroom teacher. Reading Foundation skills block, is a one hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. Students are pulled one at a time during the hour block to review and to assess phonemic awareness & fluency. Tier 2 & 3 interventions will happen in small pull out groups during the skills block using Acadience Reading interventions and materials from the core curriculum that are differentiated. These interventions are led by classroom teachers, SPED teachers, & paraprofessionals for a duration of 20-30 minutes. Teachers and paraprofessionals use the Acadience Reading progress monitoring tool to measure growth and movement between tier 2 and 3.

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.*

K-3 teachers will participate in regular ongoing professional development provided by the leadership team. K-3 teachers will receive training in EL Foundational Skills and All Block, from the team leads as well as ongoing supervised professional development throughout the school year in professional learning communities supported by our leadership team. Teachers will receive specific training in the EL Foundational Skills and All Block to incorporate correct rotations, specific intervention, for all children in grades K-3. Training and ongoing support will be implemented throughout the year to ensure fidelity.

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 June 4, 2021, Pacific Heritage Academy will increase the percentage of second grade students moving from well below benchmark to at benchmark from BOY to EOY by 16% by providing a targeted, evidence based intervention (EL Foundational Skills Block) with ongoing professional development throughout the school year to prepare students to become third grade ready at the end of the school year. Acadience Reading assessment will be used to identify specific gaps and support students in their movement to benchmark skill level. Students will participate in small, skill-based reading groups and receive one-on-one support from a trained paraprofessional.

2. Early Literacy Goal *(required)*

By June 4, 2021, Pacific Heritage Academy will focus on grade three interventions. We will increase the percentage of 3rd grade students moving from well below benchmark to at benchmark from BOY to EOY by 29% by providing a targeted, evidence based intervention (EL All Block) with ongoing professional development throughout the school year to prepare students to become fourth grade ready at the end of the school year. Acadience Reading assessment will be used to identify specific gaps and support students in their movement to benchmark skill level. Students will participate in small, skill-based reading groups and receive one-on-one support from a trained paraprofessional.

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.