ULEAD EDUCATION

LEADERSHIP FOR LITERACY

ULEAD Effectiveness and Innovation Working Summit

April 2020

ULEAD Education

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Regional Educational Laboratory At WestEd

UTAH EDUCATION POLICY CENTER
THE UNIVERSITY OF UTAH

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Overview and Introduction

Focused on identifying, describing, and replicating effective education practices in the state, the Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education initiative sought out the help of educators from diverse high-performing schools to participate in a working summit, Leadership for Literacy. The purpose of the summit was to understand what schools are doing to increase early (K–3) literacy outcomes; provide opportunities for schools to share promising practices, collaborate, and learn from each other; and share these learnings within and across the state. With the guidance of research partners from multiple institutions and agencies at the summit, K–3 teachers, literacy coaches, and their principals engaged in reflective conversations that led to a rich collection of both common and unique factors central to their literacy success.

Common themes that emerged from these conversations included the need for strong support for systemic schoolwide literacy efforts, a sense of urgency to meet the needs of all students, productive use of collaborative time and professional learning communities, competence of and trust in the literacy coach, and fully engaged support of the principal. Schools shared that intentional, coordinated, and sufficient time spent across all literacy components matters. Summit participants learned from each other, with some of the most engaging conversations focused on how they determined what materials to use and how they filled in the gaps between their students' reading proficiency levels and the curriculum.

This report includes lessons learned from the literacy summit, 13 individual school profiles — with summaries of instructional time and curricular resources — and related resources about evidence-based practice from the Regional Educational Laboratory West.

Launching a working summit on literacy

Utah **L**eading through **E**ffective, **A**ctionable, and **D**ynamic (ULEAD) Education was established by legislative action during the 2018 General Session of the Utah State Legislature. Sponsors of the bill envisioned the creation of a research clearinghouse and development of accessible electronic resources designed to improve practices in the public schools of the state. An emphasis is placed on innovative, effective, and efficient practices that can be shared and replicated in comparable schools. Further, an understanding that these resources need to be dynamic and actionable is at the heart of the ULEAD Education mission.

While the ULEAD Education initiative supports K–12 education practices, the **Leadership for Literacy** Summit in July 2019 focused specifically on K–3 literacy. Summit organizers invited practitioners whose students were achieving K–3 reading proficiency levels that were higher than students in demographically similar schools (i.e., positive outliers).

The primary partners for this working summit included the leadership and staff of the Utah Education Policy Center at the University of Utah, the Center for the School of the Future at Utah State University, ULEAD Education, and REL West. REL West provided guidance, access to evidence-based resources, and the coordination and communication necessary to help this leadership network evolve and solidify. The working summit also received support from ULEAD Education sponsoring legislators, Utah State Board of Education

members, state superintendent of public instruction staff, Utah State Board of Education literacy staff, the Utah governor's office education coordinator, and ULEAD Education steering committee members.

A focus on early literacy

One of the most important student achievement milestones is to be able to demonstrate reading proficiency by the end of third grade. With the critical nature of this achievement benchmark, the Leadership for Literacy Summit was focused on early literacy in grades K–3. To learn from the positive outliers who were identified and invited to the summit, it was determined that their school teams needed to include the principal, the school's literacy coach, and three teachers from grades K–3.

Thirteen Utah elementary school teams, identified for their relative success in early literacy (K–3) outcomes for their students, worked together to define, document, and share their perspectives on what might account for their successes compared with similarly populated schools across the state. Summit participants represented urban, suburban, and rural communities with 17 percent to 95 percent of their respective populations eligible for free or reduced-price lunch.

The objective for this working summit was to investigate, document, and disseminate initial actionable findings and recommendations with the potential to improve early literacy outcomes.

Utah's K–12 Literacy Framework

Utah's K-12 Literacy Framework (2019) was used as an organizer for some of the summit activities and analysis, for example, as school teams reflected on their current leadership approach or instructional time allocations. Approved and adopted in the spring of 2019, this framework identifies the necessary components for successful literacy instruction and provides helpful tools and templates for district- and school-level work, along with additional resources. The framework covers five key domains (see Appendix A for a one-page summary of the framework):

- Instructional Leadership
- Instruction and Intervention
- Assessment and Feedback
- Professional Learning
- Supportive Culture

Identifying school teams

Initial screening for potential school teams to invite to the summit was accomplished by reviewing Utah school accountability measures (i.e., student proficiency in specific content areas and student growth) associated with each school over a three-year period (2015–2018). Potential schools were

flagged when they had received more than one positive accountability indicator in one or more of the measured categories (i.e., student proficiency in English language arts, mathematics, and science, and/or student growth). Starting with this list of schools, multiple year reading proficiency rates in grades K–3 were reviewed to identify the schools in this group that performed the highest in early literacy, based on DIBELS/Acadience (Dynamic Indicators of Basic Early Literacy Skills) data. To avoid potentially missing positive outliers, all K–3 reading proficiency rates for three years for all Utah public schools were reviewed by grade level each year and for school and/or student cohort trends over the same three-year period.

Positive outliers were identified from three demographic bands, which were measured based on the percentage of students eligible for free or reduced school lunch. In order to select an economically diverse group of school teams, four to five positive outlier schools were identified from the following three categories: schools with 11–35 percent of students eligible for free or reduced-price lunch; schools with 36–55 percent eligible; and schools with 56 percent and above eligible. The analysis of achievement data was performed within each of the three targeted poverty bands to ensure that there would be diverse schools invited to the summit that had demonstrated success in their early literacy efforts and that would be able to offer credible insights and provide support to demographically similar schools across the state.

After identifying 30 potential school teams (with a total of 150 potential participants) to invite to the summit, the collaborative leadership team determined that having a total of 60–75 participants (4–5 teams or 20–25 participants per band) would allow for both representation across the bands and deep conversations within job-alike groupings (i.e., groups of teachers, literacy coaches, and principals). The ULEAD Education director directly contacted the 4–5 most promising schools within each band both to thank them for their effective work in early literacy and to extend an invitation to participate in the summit (see Appendix B for a copy of the school team invitation).

The 13 school teams that participated in the working summit came from 10 different school districts (LEAs) and represented urban, suburban, and rural communities. Additional demographic details for each school can be found on their school profile page and on an expanded current (2019/20) demographic spreadsheet included in the appendices (see Appendix C). Detailed current and longitudinal student performance data can be accessed at: https://www.schools.utah.gov/data/reports.

Summit agenda

The summit's purpose was to identify and explore explanatory factors surfaced by the participating teams that contributed to their K–3 students' comparatively high reading performances. Activities included guided discussions on "leading for literacy" and on leadership "bright-spotting." Those discussions fed into working sessions on framing early literacy and instructional time (see Appendix D, Literacy Lunch Tray for information on recommended instructional daily minutes for five components of literacy instruction) and identifying effective instructional practices (see Appendix E, Evidence for Elementary Literacy Instruction for resources to inform the "Instruction and Intervention" dimension of the Utah K–12 Literacy Framework). All of the conversations, activities, and note taking throughout the day were used to mine the factors that teams believed drove their students' positive reading performance.

High-level themes and lessons learned

The school profiles featured in this report were based on information from summit artifacts and notes and additional information provided by the schools after the event. ULEAD Education staff and its partner organizations analyzed these data to identify themes, conditions, and resources that were central to the schools' literacy approaches.

When asked to identify the three most important factors contributing to literacy success, the staff from the 13 profiled schools most often mentioned the triumvirate of curriculum, data, and skilled staff working together. Specific curricula and research-based interventions provide the foundation for teachers (and paraprofessionals) to work together collaboratively to implement them well. Data are examined regularly to be sure students are on track, and to inform adjustments as needed.

Some of the most engaging conversations at the summit focused on how school staff determined what curricular materials to use and how to fill in the gaps they saw between their students' reading proficiency levels and the tools they were using. That is, they used student performance data to inform curriculum adoption. Most of the school teams had been given some level of discretion to select core and/or supplementary instructional materials to meet the needs of their students. The importance of that autonomy was voiced, along with the recognition that agreeing to the same core materials across a school, or even a local education agency, was also very important for multiple reasons (e.g., consistency, efficiency, data collection, focused professional learning).

The schools indicated that the process of working together to implement curriculum and instruction effectively is enhanced by instructional leadership and the overall culture of the school, which encourage and support schoolwide collective effort. When describing the culture of the school, respondents often cited high expectations, colleague support and trust, and a growth mindset. They expressed that their students are "our kids" — the responsibility of the whole staff — and they reach out to parents as well.

Intentional, coordinated, and sufficient time spent across all literacy components also matters. The 13 school teams that participated in the summit articulated that they need to continually assess and adjust in order to increase time spent in one or more of the main components of literacy instruction while looking for tools (e.g., strategies, materials) that can help directly address the learning gaps found in the student data. It is also becoming clear that a focus on increasing the investments of instructional time and intentionality on kindergarten and first grade pay off immediately and over time.

Summary of key practices. By domain, key practices that support positive K–3 literacy outcomes mentioned by these schools include:

- **Instructional Leadership:** Ensure site-based literacy coaches or facilitators play a key role in supporting curriculum implementation, professional development, student assessment, and use of data.
- **Instruction and Intervention:** Select evidence-based Tier 1 curriculum and Tier 2 intervention programs to be used consistently at a grade level, or schoolwide. Help teachers implement these programs well.

- **Assessment and Feedback:** Establish regular and frequent processes for teachers to monitor student progress. Use data to plan instruction and interventions, as well as to identify gaps and select additional resource materials as needed.
- **Professional Learning:** Set aside time for robust professional learning communities where staff collaborate to review data and support each other in continually improving instruction. Support both vertical and horizontal collaboration.
- **Supportive Culture:** Engage all school staff and community in working together to maximize learning and create a safe space with mutual trust. Set high expectations for all students and encourage a growth mindset.

The Summit emphasized the need for coherence and a systemic and systematic approach to literacy improvement (Fullan & Quinn, 2016; Rorrer et al., 2008). As seen in the Summary of Key Practices above, this approach for coherence is embedded in Utah's K12 Literacy Framework. Importantly, these key practices are strongest when they are implemented in tandem with one another. School leadership, which includes principals, coaches, and teacher leaders, can create and maintain a coherent and aligned literacy program. Schools' improvement approach included successive steps to make instruction stronger across the board, and did not rely exclusively on a single curriculum or instructional practice to achieve the schoolwide improvement in outcomes. Their approach included a series of steps to make instruction stronger across the board. Schools reported using collaboration to develop instructional supports (e.g., rubrics for observation), honoring and supporting teachers to identify individual areas for improvement, and mobilizing resources to address common gaps and needs.

The profiles in the remainder of this report provide a glimpse into the actions schools reported as contributing to their success. While it is beyond the scope of the report to provide a full account of each schools' efforts, these profiles offer an opportunity for other educators in Utah to consider their own school and district literacy practices. As noted in the profiles, an essential step to growth in literacy instruction and learning was identifying a school's strengths and opportunities for improvement, which varied by school. The schools who participated in the Summit, and whose profiles appear in this report, are available to serve as an important professional resource for other leadership teams and schools interested in improving their own literacy practice and outcomes.

References

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School Profiles

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Leadership for Literacy Summit School Profile

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Beacon Heights Elementary

URBAN

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K-3 Literacy Curriculum:[1]

- Wonders
- K-2 Heggerty

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-15 1-20
2-20 3-10

Phonics and Vocabulary
K-30 1-40
2-45 3-45

Phonemic Awareness
K-20 1-10
2-10 3-10

Text Comprehension
K-20 1-30
2-40 3-40

Written Expression, Handwriting, and Spelling
K-30 1-30
2-30 3-30

2019–20 Student Demographics[2]

19% Economically Disadvantaged

12% English Learners

9% Students with Disabilities

71% White

6% Hispanic

22% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	n/a 2016	90.3% 2017
2	n/a 2016	88.9% 2017	91.3% 2018
3	91.8% 2017	86.2% 2018	88.2% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. Turnover rates are very low, and the teachers are skilled with advanced degrees and endorsements.
2. Staff collaborate with teachers and are skilled and trained in research-based intervention programs.
3. Teams support and collaborate with each other, maintaining similar pacing with programs, as well as high expectations for students and themselves.

Instructional Leadership

Targeted professional development

New teachers at Beacon Heights are provided with mentoring and all teachers are provided with professional development focused on skills in literacy as well as content areas. Teachers participate in a wide variety of ELA PD opportunities, such as: Extended Learning Program (ELP) with the school's ELP teacher, literacy training with both school-level and district-level literacy coaches, and technology training with the District Technology Coach. In addition, mindfulness training is available for teachers to help them meet the academic, emotional, and social needs of their students. Beacon Heights leaders also provide staff with the flexibility to take risks and staff have clear communication channels when they arrive at a point in which they don't know how to move forward.

Curriculum and Instruction

Literacy training, integrated programs, and collaboration

Teachers at Beacon Heights Elementary are highly motivated and trained with varied expertise. In addition to receiving powerful Tier II training, several teachers hold a Master's degree in literacy or have advanced reading endorsements from Westminster College and the University of Utah. Beacon Height's comprehensive literacy approach includes the Wonders curriculum and

integration of science and social studies content to extend learning. Classroom instruction is also focused on phonics, continuity with writing, and strategic interventions to address student needs. The University of Utah's Reading Clinic provides teachers with professional development around the Wilson Reading System, Early Steps, Next Steps, and Higher Steps. Teachers engage in weekly PLC meetings to support each other, plan and review curriculum programs, prepare materials, share best practices, and adapt instruction as needed.

Assessment and Data Use

Data to inform decision-making

Key to student growth at Beacon Heights is the extensive use of different data sources to best determine student needs. As detailed in the table below: Kindergarten uses: Early Reading Intervention Assessments, writing samples using the developmental continuum, and phonemic awareness assessments; first grade uses: the Early Steps Placement Test, Running Records, and the Lucy Calkins Writing Rubric Assessment: third grade uses: Acadience Daze, spelling and vocabulary assessments through VocabularySpellingCity, and the Readiness, Improvement, Success, and Improvement (RISE) Assessment. In addition, Beacon Heights has structures in place for regularly reviewing student data common across grade levels.

Curricular Programs: Assessments

Grade	EOL Assessment	Writing Portfolios	Words Their Way	Acadience	District Writing Assessment	Developmental Reading Assessment	District Interims
Kindergarten			3x/yr	3x/yr	2x/yr	3x/yr	4x/yr
FIrst Grade	✔	✔	3x/yr	3x/yr	2x/yr	3x/yr	4x/yr
Second Grade	✔	✔	3x/yr	3x/yr	2x/yr	3x/yr	4x/yr
Third Grade		✔		3x/yr	2x/yr	As needed	4x/yr

Curricular Programs

Kindergarten	First Grade	Second Grade	Third Grade
▪ Wonders ▪ Daily 5 ▪ Heggerty ▪ Lucy Calkins writing ▪ curriculum ▪ ERI ▪ Lexia	▪ Wonders ▪ Daily 5 ▪ Lucy Calkins writing curriculum ▪ Early Steps ▪ Lexia	▪ Wonders ▪ DYAD ▪ Quick Reads ▪ Text Talk ▪ Next Steps ▪ Lexia	▪ Wonders ▪ Read -Naturally ▪ QuickReads ▪ DailyLanguage Review ▪ Lexia

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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K-3 Literacy Curriculum:[1]

- Wonders
- I-Ready Reading

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-60 1-15
2-10 3-15

Phonics and Vocabulary
K-60 1-45
2-45 3-90

Phonemic Awareness
K-15 1-15
2-15 3-10

Text Comprehension
K-25 1-15
2-30 3-60

Written Expression, Handwriting, and Spelling
K-30 1-30
2-30 3-30

2019–20 Student Demographics[2]

100% Economically Disadvantaged	23% English Learners	10% Students with Disabilities
40% White	55% Hispanic	4% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	49.5% 2016	51.9% 2017
2	52.9% 2016	47.3% 2017	61.5% 2018
3	46.8% 2017	54.5% 2018	53.3% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. We have identified five strategic students in each classroom. These students are a main focus for assessment and intervention.
2. Implementation of LETRS has greatly enhanced our younger students' literacy skills.
3. Weekly data meetings that are focused on literacy data help our teachers stay on top of those who need help. This is also the time interventions are reviewed to see how and if they are working.

Instructional Leadership

Literacy coaches, observation, and feedback

At Bonneville Elementary, literacy coaches support teachers with different areas of reading instruction, including the implementation of new reading programs. Bonneville's literacy coaches work with school staff to improve their knowledge, skills, and practice through events such as the ULEAD Literacy Summit, which complement the day-to-day support. Together with school leaders, the literacy coaches conduct classroom observations and lead feedback sessions so that teachers can see their progress as well as identify areas for improvement. By building these coaching routines, providing safe environments for feedback, and developing trusting relationships, teachers are supported in addressing the students' needs as early as possible.

Curriculum and Instruction

Frequent opportunities to focus on instruction

As a result of a joint decision made by a district team, Bonneville teachers use I-Ready Reading and Wonders curriculum. The school supplements their reading curriculum instruction with daily, weekly, and quarterly LETRS training and implementation, daily Heggerty Phonemic Awareness, daily Early Childhood Reading Interventions and My Perspectives, and have found read-alouds and guided reading to be central to their success. District and school leaders at Bonneville provide professional development opportunities focused on effectively using literacy data to understand teacher and student progress and outcomes, with a focus on phonics and phonological awareness. Professional development has been useful to classroom instruction as teachers are more consistently implementing what was learned. During faculty meetings and weekly PLCs teachers unpack the standards guiding classroom instruction, collaborate both within and across grade levels to discuss reteaching needs, and exchange best practices and ideas around improving student outcomes.

Assessment and Data Use

Early identification of at-risk students

To improve early identification of at-risk students and close the literacy gap, coaches are trained in LETRS and ways to effectively target students who have trouble with reading, as well as on how to address early phonemic awareness deficits. Bonneville staff meet regularly to review data and to create plans for targeted interventions and Tier I access to learning. These efforts are guided by a comprehensive school plan, frequent data discussions, and common formative assessments that help to focus discussions on specific students.

Curricular Programs

- Acadience
- ECRI
- Heggerty
- Lexia
- Wonders

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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Leadership for Literacy Summit School Profile

schools.Utah.gov/ULEAD
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Dilworth Elementary

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K-3 Literacy Curriculum:[1]

- Wonders

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency	Phonics and Vocabulary	Phonemic Awareness
K-10 1-10	K-30 1-30	K-15 1-10
2-20 3-20	2-35 3-40	2-10

Text Comprehension	Written Expression, Handwriting, and Spelling
K-30 1-30	K-20 1-30
2-45 3-45	2-25 3-25

2019–20 Student Demographics[2]

17% Economically Disadvantaged	3% English Learners	12% Students with Disabilities
83% White	6% Hispanic	11% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	n/a 2016	89.3% 2017
2	n/a 2016	92.3% 2017	93.3% 2018
3	78.3% 2017	90.4% 2018	93.4% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. The school faculty is made up of high-quality, well-prepared teachers.
2. Teams effectively address student needs through universal screening, progress monitoring, and diagnostic assessments.
3. Coaches assist in planning instruction that is focused on student data.

Assessment and Data Use

Staff collaboration to monitor student growth

At Dilworth Elementary, a schoolwide data review process provides grade-level teams and the ELA coach with the time and space to discuss the needs of individual students, facilitating planning for interventions and the reteaching of standards. Throughout the academic school year, DIBELS is administered 3x/year in addition to four ELA interim assessments. For every six-week cycle of instruction, grade-level teams and the ELA coach at Dilworth collaborate to review and analyze these data by standard. In addition to the district-required assessments, Dilworth staff use the Reading Inventory to measure student growth in grades 4–6 and the DRA assessment, providing key information about reading characteristics for students in first and second grades. In order to assess student needs and inform both instructional and intervention decisions, Dilworth uses the Core Phonics survey, the Spelling Inventory, and the Informal Reading Inventory.

Curriculum and Instruction

Leveraging multiple programs to meet student needs

Dilworth teachers attribute their gains in reading to interventions, consistency, modeling, and teamwork. Teachers provide systematic and explicit Tier I instruction that help students access grade-level instruction. Teachers plan supports for students, utilizing comprehension and vocabulary programs listed in the table below and they teach multiple reading strategies throughout the year, with a focus on phonemic awareness, phonics, and word study in Kindergarten through first grade.. Dilworth Elementary's literacy coach builds teacher capacity, provides on-site professional development, lesson modeling, instructional planning, and assessment analysis. In addition, teachers are supported in their classroom instruction with assistance from paraprofessionals and parent volunteers, giving teachers the time to focus on delivering interventions as needed.

Culture of Learning

Educating the whole child

Dilworth's culture of learning is guided by the concept of the "whole child," and focused on social-emotional learning, helping students become mindful of their emotions, challenges, and stressors. Dilworth encourages and incorporates meaningful parent involvement, working to ensure clear and consistent communication between teachers, staff, and parents. In implementing Positive Behavioral Interventions and Supports, Dilworth focuses on the instances in which good behavior and academic success take place, routinely recognizing and celebrating the success of students and staff.

Curricular Programs

Grade	DYAD	Four Square	LNF	Quick Reads	Steps Word Study	Wonders
Kindergarten	✔	✔	✔	--	--	✔
First Grade	--	✔	--	--	--	✔
Second Grade	--	✔	--	✔	--	✔
Third Grade	✔	--	--	✔	✔	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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Leadership for Literacy Summit School Profile

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Edison Elementary

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K–3 Literacy Curriculum:[1]

- Wonders

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-15 **1**-15
2-30 **3**-15

Phonics and Vocabulary
K-35 **1**-50
2-70 **3**-50

Phonemic Awareness
K-15 **1**-20

Text Comprehension
K-25 **1**-20
2-40 **3**-60

Written Expression, Handwriting, and Spelling
K-10 **1**-25
3-20

2019–20 Student Demographics[2]

100% Economically Disadvantaged	58% English Learners	9% Students with Disabilities
12% White	68% Hispanic	19% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	n/a 2016	50.0% 2017
2	n/a 2016	51.3% 2017	57.8% 2018
3	63.9% 2017	64.1% 2018	75.0% 2019

(see USBE Student Performance Data)

What are the 1–3 most important factors contributing to your early literacy success?

1. There are structures in place that foster collaboration, where all are accountable for data.
2. There are structures in place to provide interventions to all students.
3. Structured literacy instruction that is explicit, systematic, sequential, and guided by high expectations is prioritized.

Instructional Leadership

Coaching, feedback, and ongoing learning

Understanding the urgency to close the gap for all students in reading proficiency, Edison Elementary has engaged the whole community in a focus on high expectations for students. District-supported literacy coaches are a key resource at Edison, working to support teachers and staff members in PLC meetings and the implementation of evidence-based instructional practices. District staff support Edison through site-based professional development in the Wonders curriculum for teachers and support staff. Professional learning was developed around Tier I content, focusing on John Hattie's effective teaching strategies and synthesized into a "Visible Learning Rubric" that includes: engagement, explicit instruction, Depth of Knowledge (DOK) Questioning, formative assessment, and growth mindset. Teachers also engage in book studies, for example, using Mike Schmoker's Focus and John Hattie's Visible Learning. PD opportunities are also developed in response to a specific need or gap, such as Edison's focus on phonics curriculum.

Curriculum and Instruction

A suite of interventions for differentiation

The district adopted the McGraw Hill Wonders curriculum to establish a solid program base. Complementing the Wonders curriculum are reading interventions and programs such as those listed in the table below. Edison has also incorporated Fundations (the Wilson explicit phonics program) into Tier I instruction in first and second grade. Kindergarten will implement the Fundations program next year, which will help contribute to vertical alignment. Classroom instruction consists of a variety of group settings — whole group, small group, "high-high, high-low, and low-low" — with all students receiving interventions based on their specific needs. Schoolwide interventions for all students are 35 minutes per day, four days per week with targeted teacher training to improve Tier I instruction. School staff work to address existing gaps in student learning, both with phonics and phonemic awareness strategies and opportunities for structured writing.

Assessment and Data Use

Planning cycles and monthly monitoring

With the support of the Literacy Coach and Administration, school staff use data to plan for and inform classroom instruction. In order to facilitate collaboration and a common understanding of curriculum, Edison has implemented a six-week planning cycle to strategically analyze standards, create learning intentions and success criteria, and develop common formative assessments for each grade level. All grade levels at Edison monitor benchmark composite scores, with kindergarten using DIBELS Letter Naming Fluency; first grade using Nonsense Word Fluency, Whole Words Read, and Oral Reading Fluency; and second through fifth grade using Oral Reading Fluency–Accuracy. Acadience and Reading Intervention benchmarks are used to track student progress, and monthly calculations of effect size allow staff to monitor progress towards Edison's target for students to exhibit 0.6 level of growth each month.

Curricular Programs

Grade	DYAD	Fundations	K-2 Heggerty	Lexia	Own Phonics	Wonders
Kindergarten	--	--	✔	✔	✔	✔
First Grade	--	✔	✔	✔	--	✔
Second Grade	✔	✔	--	✔	--	✔
Third Grade	✔	--	--	✔	--	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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Fairview Elementary

RURAL

North Sanpete School District | *Principal:* Allynne Mower allynne.mower@nsanpete.org
651 East 150 North, Fairview, UT | 435.427.9204

K–3 Literacy Curriculum:[1]

- Wonders
- Discover Phonics for Reading
- K-2 Heggerty

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
1-10 **2**-15
3-15

Phonics and Vocabulary
K-30 **1**-30
2-30 **3**-30

Phonemic Awareness
K-15 **1**-15

Text Comprehension
K-20 **1**-30
2-30 **3**-45

Written Expression, Handwriting, and Spelling
K-20 **1**-45
2-30 **3**-30

2019–20 Student Demographics[2]

55% Economically Disadvantaged

2% English Learners

14% Students with Disabilities

92% White

5% Hispanic

3% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	65.5% 2016	61.1% 2017
2	61.5% 2016	68.2% 2017	87.0% 2018
3	78.1% 2017	65.7% 2018	80.0% 2019

(see USBE Student Performance Data)

What are the 1–3 most important factors contributing to your early literacy success?

1. The use of research-based reading materials in Tier I, II, and III settings.
2. Supporting individual student learning needs through the provision of intervention time and paraprofessionals.
3. School faculty collaboration through PLCs at both the school and district level.

Culture of Learning

Shared responsibility and community connections

Fairview Elementary is a small rural school with a shared school-wide and community mindset of students are "ours," where staff and community members take collective responsibility for the well-being and learning of all students. Community members volunteer at Fairview and parents are actively involved in Community Council and PTA. Fairview's positive school climate focuses on an "I Can" attitude where effort is praised and the positive behavior system in place recognizes when students are respectful, responsible, and positive. Teachers are key to establishing a culture of learning at Fairview, setting high expectations for themselves and for their students and ensuring students are active participants in goal setting. Teachers also communicate expectations to parents at back-to-school night, with follow-up phone calls, and parent-teacher conferences. In addition, parents are provided with bi-weekly newsletters including helpful tips on how they can support their student's learning and help them be successful at school. Fairview's teachers exemplify

teamwork — they are team players who collaborate to set goals, progress monitor, and provide students with feedback, while also maintaining constant communication with each other.

Curriculum and Instruction

Teacher training that complements curriculum

Fairview teachers are supported in their classroom instruction with training in the Wonders curriculum, in addition to receiving training on Tier I reading and writing instruction from the University of Utah. They align their ELA classroom instruction with the Utah K–12 Literacy Framework, ensuring that enough time is spent on literacy instruction on a daily basis. Fairview also supports teachers in their classroom instruction through the provision of technology, with online support programs, such as Lexia or iReady, to further support K–3 reading instruction. In addition to using the Wonders curriculum, iReady, and Lexia to support early literacy outcomes, Fairview teachers also use the programs listed in the table below to support their students' growth. PLCs at multiple levels — district and school — provide Fairview faculty with the time and space to review progress monitoring data, common assessment data, and benchmark data and set goals for students. Fairview teachers and skilled support staff help students feel successful through small group interventions, providing positive and direct feedback, and with clear communication around the instructional purpose — or the "why" behind the instruction. Teachers also support each other through peer coaching, peer observations, and learning walks.

Assessment and Data Use

Multiple measures for ongoing monitoring and intervention

Fairview teachers met districtwide to create a guaranteed and viable curriculum and common assessments, along with a curriculum map for alignment between skills and grade level. Fairview uses Acadience in the beginning, middle, and end of the school year for progress monitoring. Students are then monitored on different schedules depending on their Acadience scores, with students who score "intensive" progress-monitored weekly, students scoring "yellow" or "strategic" on a bi-weekly basis, and the remaining students once a month. When a student does not meet their grade-level goal, Fairview administers diagnostic assessments, such as the CORE Phonics Survey or Heggerty's Phonemic Awareness, to determine which reading interventions would best meet the student's needs. Once a student begins to receive interventions, Fairview uses the STAR Reading Assessment once a month to ensure that students are making sufficient academic growth to meet their grade-level goals. The iReady Diagnostic Growth Assessment is administered in the beginning, middle, and end of the school year. Classroom instruction is adjusted when teachers work together in their PLCs to review assessment data.

Curricular Programs

Grade	K–2 Heggerty	Discover Phonics for Reading	Wonders
Kindergarten	✔	✔	✔
First Grade	✔	✔	✔
Second Grade	✔ (As Needed)	✔	✔
Third Grade	✔ (As Needed)	✔	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

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Ferron Elementary

RURAL

Emery School District | *Principal:* Heather Behling heatherb@emeryschools.org
115 West Mill Road, Ferron, UT | 435.384.2383

K–3 Literacy Curriculum:[1]

- Wonders

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-30 1-15
2-15 3-15

Phonics and Vocabulary
K-40 1-45
2-45 3-60

Phonemic Awareness
K-20 1-15
2-15

Text Comprehension
K-30 1-15
2-30 3-40

Written Expression, Handwriting, and Spelling
K-20 1-10
2-30 3-30

2019–20 Student Demographics[2]

52% Economically Disadvantaged

0% English Learners

19% Students with Disabilities

98% White

0% Hispanic

2% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	75.7% 2016	71.1% 2017
2	77.5% 2016	65.8% 2017	86.1% 2018
3	42.3% 2017	50.0% 2018	51.7% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. A strong literacy curriculum, Wonders, is implemented with fidelity and reinforced with support from the Lexia software program.
2. Student Staffing Meetings are in place, an example of whole school ownership and vertical alignment teaming.
3. A high-quality support staff team is in place, with strong paraprofessional support for classrooms, increased school counseling, and staff investment driven by ongoing data collection to guide instruction.

Instructional Leadership

Engaged and supportive leadership

Instructional leadership at Ferron is engaged and supportive of educators' needs and time. Ongoing professional development in different settings, whether in-school, in-district, or outside of the district, is provided as opportunities arise. Of particular note is Ferron's Student Staffing Meetings whose members, made up of the Principal, general education teacher, special education teacher, Title I Coordinator, school counselors, speech/language therapist and paraprofessionals, meet with every single teacher each quarter to discuss current needs and the performance of their students. On the days when Student Staffing Meetings take place, the leadership team hires a substitute teacher for the day so that there is classroom coverage as needed. Student Staffing Meetings serve as an opportunity to conduct a data dive including individual student performance in every subject, current DIBELS performance, social-emotional needs, and behavioral needs, in the classroom and at home. The Student Staffing Meetings are also reflective of Ferron's strong sense

of ownership around improving student outcomes and creating clear action plans. Ferron's Title I Coordinator maintains communication among teachers, support staff, and paraprofessionals, assisting with goal-setting, implementing targeted instruction, and meeting the academic and social-emotional needs of students.

Culture of Learning

High expectations for students and staff

All staff at Ferron Elementary treat each other with respect and as equals in their interactions with students and when providing input on student performance. At Ferron, faculty and staff are particularly focused on collaboration related to literacy learning and the common goal of meeting the literacy needs of each student; teachers offer suggestions and are willing to help each other when needed. PLCs occur every six weeks, providing teachers with the time to discuss student data and determine a course of action for each student. Teaching staff further support each other by practicing flexible scheduling when needed, where extra staff have the flexibility to move as needed to give students the needed support. Peer collaboration also takes place through staff meetings and daily interactions. Ferron has not only set high learning expectations, but has established a culture of learning to meet those expectations, with support staff — aides, computer tech staff, and a school librarian — actively involved in improving student outcomes. School staff continuously work to better understand their students, their needs, and the most effective ways to motivate them in their learning.

Curriculum and Instruction

A variety of classroom strategies to meet student needs

Ferron Elementary's district office selected McGraw Hill's Wonders curriculum after the district Literacy Team researched curricula that was best aligned with core standards. Ferron practices a tiered intervention model with all students receiving regular literacy instruction in the classroom. Students receive additional literacy instruction with both small group learning and one-on-one support. Ferron relies on a support network of parent and community volunteers and highly trained classroom aides from their Title I program resources as well as their Reading Library where students are able to take home books. Classroom instruction is focused on student engagement and individualized to meet student needs with teachers utilizing a variety of classroom strategies such as: fluency drills, direct and guided instruction, BURST reading intervention groups, reading incentives and rewards, and additional technology time with Chromebooks for support. Students identified by DIBELS/Acadience assessments receive an additional 30 minutes per day of intensive intervention using the BURST curriculum.

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

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Manti Elementary

RURAL

South Sanpete School District | *Principal:* David Ipson david.ipson@ssanpete.org
150 West 100 South, Manti, UT | 435.835.2271

K–3 Literacy Curriculum:[1]

- Reading Street
- ERI Kindergarten
- Heggerty
- Discover Phonics

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
1-10 **2**-15
3-15

Phonics
K-15 **1**-25
2-15 **3**-20

Phonemic Awareness
K-20 **1**-20
2-10

Text Comprehension
K-20 **1**-20
2-40 **3**-30

Written Expression, Handwriting, and Spelling
K-15 **1**-30
2-30 **3**-40

2019–20 Student Demographics[2]

60% Economically Disadvantaged

2% English Learners

17% Students with Disabilities

91% White

4% Hispanic

4% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	72.9% 2016	79.0% 2017
2	54.0% 2016	78.5% 2017	89.1% 2018
3	55.4% 2017	70.7% 2018	76.6% 2019

(see USBE Student Performance Data)

What are the 1–3 most important factors contributing to your early literacy success?

1. The use of Power Hour differentiated reading Instruction in small groups.
2. School faculty use the same instructional language around writing, using the schoolwide program, "Write from the Beginning...and Beyond," in conjunction with Thinking Maps.
3. Data are used during PLCs to identify and address gaps in classroom instruction.

Culture of Learning

Everyone is valued

Manti Elementary works to establish a school culture where everyone — teachers, students, paraprofessionals, and parents — feels valued. In addition, Manti Elementary is guided by the mindset that "kids become 'ours,'" and school staff collaborate with students to set goals and conduct self-reflections on successes and areas for improvement. Instructional leaders encourage the use of PLCs, giving educators the opportunity to learn from each other and share accountability for "our kids."

Curriculum and Instruction

Intentional curriculum selection process

Manti teachers receive support from school-level instructional coaches provided by the district. Teachers also receive mentoring and research-based professional development opportunities to assist them in effectively using materials to support their classroom instruction. In order to carefully choose curriculum and instructional practices reflective of their schoolwide needs, prior to adopting their curricula, Manti conducted site visits to other schools, taking into consideration research, recommendations from the Utah State Board of Education, and

Power Hour. Teachers at Manti are implementing their chosen programs — such as Reading Street K–5, ERI Kindergarten, Heggerty K–2, Discover Phonics 1–3 — with high fidelity, finding them supportive of early literacy outcomes (see details in the table below). In addition, gains in reading are attributed to the district collaboration efforts, PLCs, and available technology (e.g., iPads).

Teacher Collaboration

Structures that facilitate teamwork

Manti considers teacher collaboration a top priority and staff push through existing challenges together as a team. Teachers at Manti share responsibility for all students, using time throughout the week to collaborate in an informal capacity across grade levels. The majority of teacher collaboration takes place in an established formal structure that includes weekly PLCs for grade levels and schoolwide vertical alignment, planning for individualizing Power Hour, and time to discuss benchmark assessments, progress monitoring, and student needs. At Manti, teachers also work together to train their paraprofessionals.

Curricular Programs

Grade	Discover Phonics	Dyads	FORI	Handwriting Without Tears	K-2 Heggerty	Reading Street
Kindergarten	--	--	--	✔	✔	✔
First Grade	✔	--	--	✔	✔	✔
Second Grade	✔	--	--	✔	✔	✔
Third Grade	✔	✔	✔	✔	--	✔

Grade	Scholastic Fluency Kit	Six-Minute Solution	Treasures National Geographic	Wonders	Write from the Beginning and Beyond
Kindergarten	--	--	--	✔	✔
First Grade	--	--	--	--	✔
Second Grade	✔	✔	✔	--	✔
Third Grade	--	✔	--	--	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

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McMillan Elementary

URBAN

Murray School District | *Principal:* Joy Sanford jsanford@murrayschools.org
315 East 5900 South, Murray, UT | 801.264.7430

K–3 Literacy Curriculum:[1]

- Reading Street
- Ready Reading
- 95% Group

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-15 1-15
2-15 3-15

Phonics and Vocabulary
K-40 1-25
2-45 3-60

Phonemic Awareness
K-15 1-15
2-15

Text Comprehension
K-30 1-30
2-40 3-40

Written Expression, Handwriting, and Spelling
K-20 1-20
2-30 3-30

2019–20 Student Demographics[2]

25% Economically Disadvantaged	5% English Learners	10% Students with Disabilities
74% White	15% Hispanic	10% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	78.4% 2016	81.8% 2017
2	72.3% 2016	77.5% 2017	84.9% 2018
3	67.1% 2017	76.9% 2018	75.4% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. Weekly PLC meetings serve multiple purposes, from building trust amongst colleagues to providing them with the space and time to share best practices.
2. Tier I instruction is very strong, with teachers receiving professional development around effective implementation.
3. School faculty are provided with programs, resources, and materials that address specific skills in all areas of reading to support student learning and improve student outcomes.

Curriculum and Instruction

Identifying learning gaps and setting learning targets

Faculty at McMillan Elementary operate under the belief that often struggling readers are really only missing one or two skills before they are able to take off with their reading. As a result of that belief, great care is taken at every step, from choosing which literacy programs to adopt to setting literacy learning expectations for specific skills each child needs. Teachers work to identify those learning gaps to inform grouping students by skill level, and setting learning targets accordingly. Teachers post learning targets and refer to them throughout lessons. A priority for teaching staff is to make sure all students have strong phonological, phonemic, and phonics foundations, using programs such as Reading Street, Ready Reading, Heggerty, 95 Percent Group, and Reading Horizons: Discover Intensive Phonics, to strengthen their classroom instruction. Small skill-based groups, repetitive phonemic awareness practice, and progress monitoring are used to help identify specific skills a student may be lacking. Literacy instruction consists of strong Tier I instruction,

which includes targeted intervention grouping, and other interventions that include extended-day Kindergarten Literacy Intervention, "Steps" and Wilson interventions for first through 6th grade students needing additional reading support.

Instructional Leadership

Extensive on-site training and support

McMillan has a Literacy Facilitator working on-site to provide teachers with professional development in Tiers I, II, and III through modeling, coaching, and supporting intervention instruction when needed. The Literacy Facilitator also engages with teaching staff in various areas, such as assisting with implementing new literacy programs, supporting grade-level PLCs, building leadership teams, and the school support team. Reading paraprofessionals are trained and supervised by the Literacy Facilitator. Teachers are encouraged to maintain weekly PLC meetings as they build trust, helping teachers feel comfortable turning to their colleagues for ideas to help their students succeed. McMillan teachers cite the support of the school principal and literacy coach, instructional programs, professional development opportunities, and the time provided to review data and collaborate on best practices with colleagues, as keys to their success.

Assessment and Data Use

Using data to close student learning gaps

McMillan Elementary uses DIBELS, 95 Percent Group's Phonological Awareness Screener for Intervention (PASI) and Phonics Screener for Intervention (PSI) assessments, in addition to common formative assessments for progress monitoring. Data from these assessments are used to inform instructional decisions that address gaps, provide additional resources, and/or supplement instruction in specific skills such as phonics, phonemic awareness, phonological awareness, and multisyllabic words.

Curricular Programs

Grades	Heggerty	95% Group	DIP	Reading St.	Ready Reading
K–3	✔	✔	✔	✔	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

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Monroe Elementary

URBAN

Granite School District | *Principal:* David Holt dcholt@graniteschools.org
4450 West 3100 South, West Valley City, UT | 385.646.4918

K–3 Literacy Curriculum:[1]

- Wonders
- Heggerty
- Read Naturally

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-15 **1**-15
2-20 **3**-15

Phonics and Vocabulary
K-25 **1**-25
2-30 **3**-25

Phonemic Awareness
K-15 **1**-15
2-5

Text Comprehension
K-15 **1**-20
2-20 **3**-30

Written Expression, Handwriting, and Spelling
K-10 **1**-10
2-10 **3**-15

2019–20 Student Demographics[2]

88% Economically Disadvantaged

58% English Learners

10% Students with Disabilities

18% White

67% Hispanic

15% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	49.1% 2016	49.5% 2017
2	42.2% 2016	36.6% 2017	64.8% 2018
3	51.1% 2017	67.5% 2018	61.3% 2019

(see USBE Student Performance Data)

What are the 1–3 most important factors contributing to your early literacy success?

1. During weekly professional learning communities (PLCs) with instructional and literacy coaches, administration, and a reading interventionist, school faculty collaborate across grade levels, using data to focus on student growth and success.
2. Data-driven flexible grouping is focused on identifying gaps in student knowledge and building student capacity.
3. All activities have a clear purpose. Schoolwide faculty are working to maximize instructional time and use engagement strategies to encourage students' active involvement in reading.

Culture of Learning

Student- and family-focused

Monroe Elementary established a Leadership Team that includes grade-level facilitators to support a student-focused, data-driven culture. The Leadership Team uses schoolwide data to ensure that school faculty are working on specific goals and practicing fidelity to the core curriculum. Grade-level and schoolwide data inform scaffolding and extended learning efforts. The Leadership Team also involves families in their student's learning and extends learning into the home with Overdrive's SORA app for reading and eBooks. In addition, the monthly Parents and Pastries event provides every student with a new book to take home, add to their home library, and read with a parent. Parents also take an active role in their student's learning during an annual Literacy Night/Family Learning Night and during bi-annual Parents in Education Walks, where parents are encouraged to visit their student's classrooms and participate in learning activities.

Instructional Leadership

Coaches with different roles

At Monroe, an on-site Instructional Coach, Literacy Coach, and Literacy Interventionist have proven key to student success. All three coaches participate in weekly data review meetings where PLC teams review data, discuss student progress, and plan for instructional strategies to support student learning. The Instructional Coach also mentors new teachers in K–3, conducts classroom drop-ins, and participates in peer observations. The Literacy Coach and Literacy Interventionist run intervention groups for struggling readers, model lesson planning and teaching techniques, and share research, strategies, and literacy materials with teachers. In addition to the on-site coaches, teacher leaders support their colleagues in implementing effective reading instruction through peer observations with follow-up conversations on effective instructional strategies.

Teacher Collaboration

High level of peer collaboration to impact student outcomes

Monroe has a high level of peer collaboration, focused on students, data, and research-based practice. Teachers support each other with practices such as peer tutoring, repeated reading, explicit and engaging phonics/High Frequency Words (HFW) with connected text. Prior to the beginning of the academic school year, Monroe selects ELA priority standards schoolwide, vertically aligned and used with Common Formative Assessments (CFAs), which are administered throughout the year. In addition, in every classroom, students use a 4-3-2-1 point proficiency scale to reflect on their level of understanding in their learning progression.

Curriculum and Instruction

Targeted programs, groupings, and support

Monroe focuses on learning targets and success criteria in addition to vertically aligned school wide priority standards. Complementing the districtwide adoption of the Wonders curriculum are professional learning opportunities around effective use of the curriculum. For grades 1–3, the Granite school district provides Monroe with a Phonics Template that includes phonemic awareness, blending, sight words decoding practice, as well as Wonders decodable texts. K–1 also uses Heggerty Phonemic Awareness, with 3rd grade also using Dyad Reading and Multisyllable Routines. Further supporting Monroe's efforts to improve student outcomes are the use of Toughie Charts, Read Naturally, the Daily 5 structure, and the CAFE Literacy System. Monroe has found flexible groupings to be a particularly effective teaching practice, with some of the groupings used by teachers including teacher/literacy interventionist/paraprofessional-led small groups, DYAD reading, upper grade reading buddies, and high-school Latino In Action tutors.

Curricular Programs

- DYAD Reading
- Heggerty
- GSD Phonic Template
- Multisyllable Routines
- Read Naturally
- Wonders

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

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North Ogden Elementary

SUBURBAN

Weber School District | *Principal:* Phil Nestoryak phnestoryak@wsd.net
530 East 2650 North, North Ogden, UT | 801.452.4300

K–3 Literacy Curriculum:[1]

- Journeys
- Reading Horizons
- Fountas & Pinnell Classroom Guided Reading
- Imagine Learning
- RAZ Kids

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-5 1-25
2-25 3-30

Phonics and Vocabulary
K-40 1-40
2-40 3-30

Phonemic Awareness
K-10 1-20
2-10

Text Comprehension
K-30 1-30
2-15 3-15

Written Expression, Handwriting, and Spelling
K-15 1-20
2-20 3-15

2019–20 Student Demographics[2]

28% Economically Disadvantaged	4% English Learners	12% Students with Disabilities
87% White	9% Hispanic	4% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	72.6% 2016	74.4% 2017
2	65.9% 2016	74.2% 2017	87.4% 2018
3	58.8% 2017	66.7% 2018	86.5% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. Teachers and paraprofessional aides are highly trained in research-based best practices and lesson planning, enabling them to effectively target specific reading skills by student and by need.
2. All students are challenged in their learning as a result of ongoing student data reviews and the fluidity of small student reading groups.
3. High-quality Tier I instruction guides daily small group reading intervention, enrichment, and progress monitoring.

Curriculum and Instruction

Coherence and flexibility

At North Ogden Elementary, teachers are afforded flexibility by the district and autonomy in their classroom instruction to use resources in addition to the districtwide adoption of Journeys. For example, they supplement phonics instruction with the school-wide implementation of Reading Horizons. Teachers emphasize the importance of knowing each child and their instructional reading levels, regularly analyzing, interpreting, and making instructional decisions based on data. They use additional supports, such as Jan Richardson's Guided Reading templates for emergent and early guided reading, and the Instructional Strategies Approach by Donna Scanlon, to complete running records for each child and progress monitor throughout the year. North Ogden has created a master schedule wherein Tier I and Tier II is prioritized, and has found the small group Power Reading intervention/enrichment block particularly effective.

Culture of Learning

Supporting all students

North Ogden has established a school culture marked by passion, a love of reading, and growth mindset for both teachers and students. Teacher collaboration has proven key to supporting all students at North Ogden. At North Ogden, "ALL means ALL" is a motto that guides teachers as they help realize the school's mission of helping all students move forward. School faculty strategize the best use of their time, working to ensure that the focus of their efforts remains on meeting student needs. The strong culture of peer collaboration is also exemplified through weekly PLC meetings where teachers identify those skills to be taught and assessed, while also sharing best practices. North Ogden's teachers expand on their weekly PLCs as needed, creating assessments, analyzing student growth, and developing interventions based on student needs.

Instructional Leadership

Trainers build teachers' capacity

Reading Specialists, provided by the district, support teachers as they implement research-based practices to contribute to early literacy success. The instructional leadership works to build teacher capacity to review student data and understand where gaps in learning occur. For example, an on-site Literacy Facilitator works on an ongoing basis to train aides and coach teachers so that small group instruction is as effective as possible and informed by student data. The on-site Literacy Facilitator also analyzes and reviews DIBELs data with teachers, while pulling small groups using ERI, Reading Horizons, and Read Naturally so that students receive appropriate support throughout the school day.

Curricular Programs

Grade	Journeys	Reading Horizons	Fountas & Pinnell Classroom Guided Reading	Imagine Learning	IXL personalized software
Kindergarten	✔	✔	✔	✔	✔
FIrst Grade	✔	✔	--	✔	✔
Second Grade	✔	✔	--	✔	✔
Third Grade	✔	--	--	--	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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North Park Elementary

SUBURBAN

Cache County School District | *Principal:* Alden Jack alden.jack@ccsdut.org
2800 North 800 East, North Logan, UT | 435.752.5121

K-3 Literacy Curriculum:[1]

- Saxon Phonics
- Reading for All Learners
- Reading Street
- Reading Mastery
- Corrective Reading
- Phonics for Reading

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-5 1-10
2-10 3-10

Phonics and Vocabulary
K-45 1-65
2-70 3-45

Phonemic Awareness
K-12 1-12

Text Comprehension
K-5 1-10
2-10 3-30

Written Expression, Handwriting, and Spelling
K-20 1-20
2-30 3-40

2019–20 Student Demographics[2]

28% Economically Disadvantaged	6% English Learners	17% Students with Disabilities
81% White	10% Hispanic	8% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	91.2% 2016	89.6% 2017
2	79.6% 2016	78.3% 2017	87.5% 2018
3	85.4% 2017	89.8% 2018	90.0% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. The school utilizes research-validated Direct Instruction literacy programs in a multi-tiered instructional model that is implemented with fidelity in every classroom, K-3.
2. The school uses instructional pacing that articulates skill mastery between all grade levels and consistently uses the results from common formative assessments to identify students who need remediation and enrichment in specific literacy skills
3. Teachers maintain a coherent focus on teaching a curriculum that has been aligned to the Utah Core Standards and coordinate instructional efforts during weekly grade-level collaboration.

Instructional Leadership

Literacy coaches, observation, and feedback

North Park's school administrators and Cache district staff work together to leverage resources that enable staff members to implement a systematic multi-tiered system of literacy supports. A Literacy Facilitator and highly-trained paraeducator staff work alongside the school principal and classroom teachers to oversee student growth in literacy. The Literacy Facilitator provides: training and modeling of research-validated Direct Instruction literacy programs, professional development, supervision of implementation, and supervision of literacy assessments and student literacy plans. Working on-site enables the Literacy Facilitator to continuously monitor and provide teachers with feedback on their instruction, assist them with reviewing and interpreting assessment data and ensure that students are placed into targeted reading intervention groups. Under the guidance of the Literacy Facilitator, teachers and paraeducators better understand their students' learning trajectories and analyze data over multiple years of students' educational experience.

Curriculum and Instruction

Variety of programs available to meet different student needs

The faculty of North Park Elementary prioritize school-wide and grade-level collaboration, establishing a systemic approach to literacy. In implementing the "Curriculum Unity" Model, North Park Elementary has been able to focus on alignment of curriculum with Utah Core Standards, articulation of skill mastery between grade levels, and coordination of instruction within grade levels. Their coherent and focused literacy efforts include using a multi-tiered approach to instruction with scientific research-based and performance-validated direct instruction literacy programs. North Park's multi-tiered approach has all students participate in a Tier I instructional block with their classroom teacher, while building grade-level appropriate vocabulary, handwriting fluency and writing composition skills. Within the primary grades, emphasis is placed on building those key early literacy skills of phonemic awareness, explicit phonics instruction, and reading fluency and accuracy. Once students reach the second grade, the emphasis shifts to building reading comprehension and critical thinking skills. Students needing more support are placed in small groups targeting those reading skills that need improvement, are exposed to a variety of reading interventions, and are provided with the flexibility to move groups once they have shown growth and mastery over the content.

Assessment and Data Use

Training for and use of data-based decision making

At North Park, the school year begins with the principal, classroom teachers, Literacy Facilitator, ESL and special education teachers meeting to identify those students in need of Tier II reading interventions and development of Individual Literacy Plans (ILP). As the school year goes on, students are tested with Acadience – students with scores below proficiency for fluency and accuracy are targeted for small group intervention led by either a teacher or highly-trained paraeducator. Some of the reading assessments used at North Park to monitor student progress include Acadience Reading, Core Phonics Survey, Reading Inventory (RI), and a mixture of materials from Tier I and II intervention programs, with each of these programs serving a different purpose. To determine the extent of student mastery of foundational reading skills, North Park relies on Acadience Reading, while using Core Phonics Survey twice a year to create an inventory of mastered phonics skills. And to obtain a Lexile score for reading, North Park uses Reading Inventory.

Curricular Programs

The "Curriculum Unity Model" incorporates the following curricula to align, articulate, and coordinate instruction:

Grade	Academic Vocabulary and Elements of Reading: Vocabulary	Core Knowledge	Corrective Reading	Elements of Vocabulary	ERI/My Sidewalks	Heggerty	Phonics for Reading
Kindergarten	✔	✔	--	✔	✔	--	✔
First Grade	✔	✔	--	✔	--	--	✔
Second Grade	✔	--	--	✔	--	--	--
Third Grade	✔	--	✔	✔	--	--	✔

Grade	Reading for All Learners	Reading Mastery	Reading Street Spelling	Saxon Phonics	Science Writing Units	Step Up to Writing
Kindergarten	--	✔	--	✔	--	✔
First Grade	✔	✔	--	✔	✔	✔
Second Grade	✔	✔	✔	✔	--	✔
Third Grade	--	--	✔	--	--	✔

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

3 Data used to identify the positive outlier school teams came primarily from the 2015–2018 school years. To check for continuing trends, spring 2019 reading proficiency data were included in the cohort chart. For more information go to https://www.schools.utah.gov/data/reports.

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Spring Creek Elementary

URBAN

Provo School District | *Principal:* Jill Franklin jillfr@provo.edu
1740 Nevada Ave., Provo, UT | 801.370.4650

K–3 Literacy Curriculum:[1]

- Wonders

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-10 1-15
2-15 3-10

Phonics and Vocabulary
K-20 1-25
2-25 3-20

Phonemic Awareness
K-10 1-10
2-10

Text Comprehension
K-35 1-40
2-40 3-45

Written Expression, Handwriting, and Spelling
K-30 1-30
2-30 3-30

2019–20 Student Demographics[2]

81% Economically Disadvantaged

42% English Learners

16% Students with Disabilities

32% White

52% Hispanic

16% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	63.8% 2016	70.4% 2017
2	73.2% 2016	64.2% 2017	73.2% 2018
3	45.0% 2017	54.3% 2018	74.0% 2019

(see USBE Student Performance Data)

What are the 1–3 most important factors contributing to your early literacy success?

1. There are Clear Learning Targets for students at all levels of literacy competency in order to support student ownership of learning.
2. As a result of strong Tier I programs in instruction and assessment, there is continuous progress for all students.
3. Tier II programs are aligned and driven by student performance and data, with consistent data meetings to review progress and adjust services as needed.

Assessment and Data Use

Learning targets and success criteria

Spring Creek teachers cite the importance of setting clear, rigorous expectations as a factor contributing to their gains in reading; they set goals for their students and students set goals for themselves. In order to better understand what students are learning and to determine exactly how to place students, teachers conduct ongoing data review meetings where both teachers and students track data and use learning targets, performances of understanding and success criteria. Supporting them in their data review is the on-site Title I Coordinator, who reviews grade-level data to help determine students' literacy needs and works with teachers to review DIBELS data and to determine if further instruction is needed in phonemic awareness, phonics, fluency, and/or comprehension. Data review meetings are held every 5–6 weeks to review progress and adjust services as needed. All data records, success goals, and services are recorded on grade-level data sheets that are accessible to review past services and scores as needed. Students use success criteria to explain how they know if they have mastered what they are learning. Students also create data notebooks that include their learning goals, assessment data, and evidence of their progress.

Instructional Leadership

Pairing curriculum with professional development

At Spring Creek Elementary, the districtwide adoption of Wonders curricula has been paired with professional development to help teachers use the materials effectively and better understand those areas where they may need to supplement with additional materials. The learning opportunities at Spring Creek ensure that all school faculty increase their understanding and competency around literacy. For example, 1st and 2nd grade teachers receive continuing professional development through the district Teaching and Learning Department focused on instructional strategies for teaching foundational reading skills. In addition, the on-site Title I Coordinator provides literacy training focused on phonemic awareness and phonics. Professional development is not limited to school faculty; Spring Creek's principal also participates in all literacy professional development opportunities in order to understand how they can best support teachers as they implement instructional strategies.

Curriculum and Instruction

Common structures across the district

The district's Teaching and Learning department provides Spring Creek with scope and sequence guidance aligned with the Wonders curricula, along with resources to support literacy instruction. The scope and sequence guidance for common programs has been a helpful structure, particularly for those students who need to transfer to new schools within the district, as it helps prevent students from missing essential components of instruction. Spring Creek also uses a master schedule that allots 45%–50% of the day for literacy instruction, with students receiving whole group instruction, small group instruction, and intervention group instruction as needed. Also supporting teachers is the use of intervention resources and materials from the 95 Percent Group, strengthening the understanding for both teachers and students.

Curricular Programs

- 95% PA
- 95% Group
- ERI
- Sound Sensible
- SPIRE
- Quick Reads
- Wonders
- Wonders Fluency
- Wonders Tier 2
- Wonder Works

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

2 For more detailed student demographic data, see Appendix C.

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Sunrise Elementary

SUBURBAN

Cache County School District | *Principal:* Derek Beer derek.beer@ccsdut.org
225 South 455 East, Smithfield, UT | 435.563.3866

K–3 Literacy Curriculum:[1]

- Saxon Phonics
- Reading Street

Literacy Lunch Tray

AVERAGE DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
K-30 1-20
2-30 3-20

Phonics
K-35 1-40
2-40

Phonemic Awareness
K-35 1-40
2-40

Text Comprehension
K-15 1-25
2-30 3-25

Written Expression, Handwriting, and Spelling
K-30 1-30
2-30 3-30

2019–20 Student Demographics[2]

23% Economically Disadvantaged

1% English Learners

11% Students with Disabilities

90% White

5% Hispanic

4% Other

Cohort Reading Proficiency[3]

Cohort	1st Grade	2nd Grade	3rd Grade
1	n/a 2015	91.4% 2016	93.6% 2017
2	90.9% 2016	93.4% 2017	95.1% 2018
3	81.4% 2017	92.6% 2018	92.2% 2019

(see USBE Student Performance Data)

What are the three most important factors contributing to your K–3 literacy success?

1. Classroom instruction and curriculum use are aligned districtwide.
2. Sunrise's school district provides teachers with explicit training on classroom instruction and relevant research on student learning.
3. The teaching and support staff are made up of high-quality and trained teachers and paraprofessionals.

Instructional Leadership

Staffing support for K-3 interventions

At Sunrise Elementary, an on-site Literacy Facilitator trains and provides support for K–3 interventions while overseeing all of the data collection for literacy. In addition, the Literacy Facilitator coordinates and adjusts all Tier II groupings for at-risk readers, as well as oversees progress monitoring to advance and retain students based on skills measured. With district funding for K–3 Tier II instruction, Sunrise has a trained team of paraprofessionals assist with targeted reading instruction. In addition, Sunrise's district trains teachers in Tier I instruction and in the science behind student learning. School faculty use an individualized student model for tracking reading data on low performing students. They call this process an ILP — "Individual Literacy Plan." These plans are used to compile historical data, and adjust instruction accordingly based on the students' needs. Faculty meet three times a year to discuss these plans, make adjustments, and target instruction.

Curriculum and Instruction

Strategically utilizing materials to support student learning

Sunrise teachers and paraprofessional aides have positive working relationships, are highly trained, and incorporate extra reading instruction as needed. In the younger grades, Sunrise uses research-based curriculum, along with early interventions and phonics programs, to focus on direct instruction in small groups. Paraprofessionals use a direct instruction protocol in their lessons and a common sequence for content delivery: Focus, Think Time, Cue, Pause, Signal, Verify. During daily whole group time, at the conclusion of the main lesson, students use whiteboards and work together to practice spelling and coding words and to review words from previous lessons. Sunrise utilizes the district-adopted Saxon Phonics and Reading Street and faculty have the flexibility to fill curriculum gaps as needed. For example, a teacher created more kid-friendly "rule cards" for low to mid-level readers to replace those provided by Saxon. For a list of Tier I/II/III programs used by Sunrise, and categorized by grade level, please see Appendix F.

Teacher Collaboration

Daily sharing of best practices

At Sunrise Elementary, teacher collaboration is essential to student success. Teachers work very hard not only in their own grade-level teams but across grades, collaborating daily to share best practices. Data-driven PLCs take place at least three times per month, in addition to schoolwide data collaboration processes that inform decisions involving the Student Assistance Team. Teachers also work together to strengthen Sunrise's culture of learning, and make a concerted effort to encourage parental involvement, helping parents and families understand the value of reading at home with their children each night.

Curriculum

See Appendix F for more details.

1 For more details about this school's curricular programs and grade levels, see the table at the end of this profile.

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Appendices

Appendix A: Utah K-12 Literacy Framework Summary

Utah K-12 Literacy Framework: Elementary Elements

ULEAD EDUCATION

Instructional Leadership:

- Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.
- Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
- Seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.
- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.
- Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- Develop licensed faculty and staff members' professional literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of adult learning.
- Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.

Instruction and Intervention:

- Implement strong and consistent schoolwide and classroom management routines, supports, and procedures.
- Tailor instruction, interventions, and extensions to meet the needs of each student based on data.
- Provide evidence-based curriculum and literacy instruction that includes explicit and systematic instruction, proper pacing, adequate challenge, and cognitive engagement strategies as demonstrated through planning, preparation, and observation.
- Use evidence-based instructional materials (e.g., texts, resources), supports, and tasks that are appropriately challenging and supportive for all students, aligned with the learning intentions and content area standards, and culturally and academically relevant.
- Provide a minimum of 120 minutes across the school day for Tier 1 universal core literacy components (phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole- and small-group differentiated instruction and content integration.
- Systematically deliver Tiers 2 and 3 instruction in addition to core instruction, using strategies that are evidence-based, driven by student data, aligned to student needs, monitored, and of sufficient intensity and duration to ensure student growth that closes the achievement gap.
- Provide opportunities for students to demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.

Assessment and Feedback:

- Follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).
- Trained personnel administer diagnostic assessments.
- Collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.
- Trained personnel appropriately progress-monitor students.
- Align assessments to learning intentions, success criteria, and grade-level standards.
- Provide targeted feedback to students on their current level of growth and proficiency.
- Engage students in monitoring and assessing their own learning in relation to the success criteria.

Professional Learning:

- PLCs set goals, analyze impact, and adjust for continuous improvement.
- Align outcomes with performance standards for teachers and school administrators.
- Focus on the implementation of the Utah Core ELA standards across the content areas.
- Developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.
- Leaders provide training and support in implementing evidence-based curriculum programs and assessments for literacy.
- Engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders.
- Provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.

Supportive Culture:

- School culture is physically and psychologically safe.
- Student work is aligned with the core standards and learning intentions and displayed throughout the building.
- Collective teacher efficacy and high morale support student learning.
- All stakeholders demonstrate their belief that all students can achieve at high levels by setting high learning expectations and using rigorous instructional methods.
- Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.
- Schools provide families of students being served in Tiers 2 and 3 with updates on their child's progress at least 6 times a year.
- Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.
- Schools gather stakeholder input on school climate, and address perceptions and concerns.
- The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy.

Appendix B: Leadership and Literacy Summit Invitation

ULEAD EDUCATION

Leadership for Literacy:
ULEAD Effectiveness and Innovation Working Summit Invitation (2019)

Invitation for School Team Participation on July 30, 2019

ULEAD Education Seeks Participants to Inform and Support Colleagues in Similar Schools

Deadline to accept invitation: 5/24/2019

With support from multiple stakeholders, the Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education initiative has identified elementary schools where there is observable evidence of effective early literacy instruction. This invitation is being distributed to the teachers, academic coaches, and/or principals responsible for this great work.

This one-day working summit will be held on the campus of the University of Utah on **July 30, 2019**. Your team will share current practices relative to evidence-based practices and work collaboratively to help inform and support colleagues across the state.

Who should participate?

The ideal school-level *Leadership for Literacy* team would consist of 2-3 teachers (from grades K-3), one literacy coach, and one principal. Your school team is welcome to join us with up to 5 members, as long as the principal and at least one effective early literacy teacher is on the team. Your team will interact with other school teams serving similar student demographics relative to poverty.

What are the benefits?

- In addition to sharing your expertise, you will have the opportunity to learn more about best practices in early literacy while collaborating with colleagues to improve the learning outcomes for all students.
- For sharing your expertise on July 30, 2019, each participant will receive a $150 stipend/honorarium. If you are willing to provide feedback after the summit and/or reach out to support colleagues in similar schools, you will receive another $150 stipend in the fall (2019). There may also be further opportunities to expand your positive influence on the work of others by participating in future working summits.
- Your combined work and feedback will be published in the form of actionable practices and support materials to improve the early literacy outcomes for students throughout Utah. This unique approach to identifying, supporting, and spreading innovative and effective practices across the state depends on your willingness to share your expertise with colleagues working with similar school populations.

School Team Invited From: _____

Proposed Team Members (name/role/contact information):

- _____
- _____
- _____
- _____
- _____

Further Questions

Contact McKell Withers, Director, ULEAD Education (mckell.withers@schools.utah.gov or 801-557-4227) if you have questions regarding this invitation or the expectations of summit participants.

ULEAD . . . Utah Leading Through Effective, Actionable, and Dynamic Education . . . https://schools.utah.gov/ulead
Utah State Board of Education 250 East 500 South Salt Lake City, UT 84114

Appendix C: 2019–2020 School Demographic Information

LEA NAME	SCHOOL NAME	TOTAL K-5 OR K-6	FEMALE MALE SPLIT	% AMERICAN INDIAN	% AFAM / BLACK	% ASIAN	% HISPANIC	% MULTIPLE RACE	% PACIFIC ISLANDER	% WHITE	% ECONO. DISADV.	% ENGLISH LEARNER	% STUDENT WITH A DISABILITY	% HOMELESS
Salt Lake District	Beacon Heights School	477	50/50	1%	1%	14%	6%	6%	0%	71%	19%	12%	9%	1%
Ogden City District	Bonneville School	462	47/53	0%	1%	0%	55%	3%	0%	40%	100%	23%	10%	14%
Salt Lake District	Dilworth School	556	49/51	1%	1%	3%	6%	4%	2%	83%	17%	3%	12%	1%
Salt Lake District	Edison School	408	52/48	1%	2%	7%	68%	1%	8%	12%	100%	58%	9%	3%
North Sanpete District	Fairview School	265	48/52	1%	0%	0%	5%	2%	0%	92%	55%	2%	14%	3%
Emery District	Ferron School	196	43/57	2%	0%	0%	0%	0%	0%	98%	52%	0%	19%	0%
South Sanpete District	Manti School	386	46/54	1%	0%	0%	4%	2%	1%	91%	60%	2%	17%	0%
Murray District	Mcmillan School	527	47/53	1%	1%	3%	15%	5%	0%	74%	25%	5%	10%	0%
Granite District	Monroe School	608	50/50	2%	5%	3%	67%	1%	4%	18%	88%	58%	10%	0%
Weber District	North Ogden School	554	51/49	0%	1%	0%	9%	3%	0%	87%	28%	4%	12%	1%
Cache District	North Park School	432	52/48	0%	2%	0%	10%	4%	2%	81%	28%	6%	17%	2%
Provo District	Spring Creek School	401	48/52	1%	2%	0%	52%	5%	8%	32%	81%	42%	16%	3%
Cache District	Sunrise School	762	53/47	0%	0%	1%	5%	2%	1%	90%	23%	1%	11%	0%

Appendix D: Literacy Lunch Tray – Recommended Daily Instructional Minutes

Literacy Lunch Tray

RECOMMENDED DAILY TIER 1 INSTRUCTIONAL MINUTES

Fluency
1st–6th: 15–20

Phonics and Vocabulary
K: 30–40
1st–6th: 30

Phonemic Awareness
K–1st: 10–15

Text Comprehension
K: 20–30
1st–6th: 30

Written Expression, Handwriting, and Spelling
K: 20–30
1st–6th: 30–60

Source

Utah's K-12 Literacy Framework (2019). Utah State Board of Education. Re trieved from: https://www.uen.org/k12educator/downloads/LitFramework.pdf

Appendix E: Evidence for Elementary Literacy Instruction

These resources may be used to inform the "Instruction and Intervention" dimension of the Utah K–12 Literacy Framework as indicators of — and support for — "evidence-based pedagogical approaches" and "explicit and systematic instruction" (USBE Literacy Framework, 2019, p. 6).

The following recommendations come from six What Works Clearinghouse Practice Guides focused on literacy instruction. A practice guide is based on reviews of research, experiences of practitioners, and the opinions of a panel of experts.

ELEMENTARY READING INSTRUCTION	WHAT WORKS CLEARINGHOUSE PRACTICE GUIDE SOURCES
K–3 Recommendations	
Phonological awareness: Develop awareness of the segments of sounds in speech and how they link to letters. (K–3rd grades)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016)
Phonics and decoding: Teach students to decode words, analyze word parts, and write and recognize words. (K–3rd grades)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016)
Daily reading: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (K–3rd grades)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016)
Text structure: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (K–3rd grades)	Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010)
K–12 Recommendations	
Comprehension strategies: • Teach students how to use reading comprehension strategies. (K–3rd grades) • Select texts purposefully to support comprehension development. (K–3rd grades) • Provide direct and explicit comprehension strategy instruction. (4th–12th grades)	Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010) Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008)
Text discussion: • Guide students through focused, high-quality discussion on the meaning of text. (K–3rd grades) • Integrate oral and written English language instruction into content-area teaching. (K–8th English learners) • Provide opportunities for extended discussion of text meaning and interpretation. (4th–12th grades)	Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014) Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008)
Learning environment and engagement: • Establish an engaging and motivating context in which to teach reading comprehension. (K–3rd grades) • Increase student motivation and engagement in literacy learning. (4th–12th grades)	Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010) Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008)

ELEMENTARY READING INSTRUCTION	WHAT WORKS CLEARINGHOUSE PRACTICE GUIDE SOURCES
K–12 Recommendations cont.	
Learning environment and engagement: ▪ Establish an engaging and motivating context in which to teach reading comprehension. (K–3rd grades) ▪ Increase student motivation and engagement in literacy learning. (4th–12th grades)	Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010) Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008)
Intervention: ▪ Screen, intervene, and adjust instruction to help struggling readers, and monitor student progress. (K–3) ▪ Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (K–12th grades) ▪ Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (K–8th English learners)	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (2008) Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)

ELEMENTARY WRITING INSTRUCTION	WHAT WORKS CLEARINGHOUSE PRACTICE GUIDE SOURCES
K–12 Recommendations cont.	
Daily writing: ▪ Provide daily time for students to write. (K–5th grades) ▪ Provide regular, structured opportunities to develop written language skills. (K–8th English learners)	Teaching Elementary School Students to Be Effective Writers (2012) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
Conventions and technology: ▪ Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. (K–5th grades)	Teaching Elementary School Students to Be Effective Writers (2012)
Learning environment and engagement: ▪ Create an engaged community of writers. (K–5th grades)	Teaching Elementary School Students to Be Effective Writers (2012)

Multimedia Resources

Doing What Works Library: https://dwwlibrary.wested.org/

Doing What Works helps educators understand and use research-based practices through interviews with researchers and practitioners, multimedia examples and sample materials from real schools and classrooms, and tools that can help educators take action.

IES Resources for Educators: https://ies.ed.gov/ncee/wwc/Resources/ResourcesForEducators#ResourceSection_24

Videos, webinars, and infographics based on a selection of the WWC Practice Guides.

Raising the Bar on Instruction: https://raisingthebar.wested.org/

Raising the Bar includes collections of classroom videos, support for performance assessments, and research-based resources and tools for planning professional development.

References

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Appendix F: Sunrise Literacy Components – Daily Minutes

CCSD Sunrise Elementary - Kindergarten

TIER 1 & 2 Instruction

	Evidence-based Curriculum	Minimum Daily English Minutes	Core Area
TIER 1	Saxon Phonics & Spelling 1	35	Phonemic Awareness Phonological Awareness Phonics Fluency Spelling
TIER 1	Elements of Vocab A Academic Vocab 1 (District created based on Kate Kinsella research) Concept Reinforcement	15	Oral Language Vocabulary Text Comprehension
TIER 1	Integrated within Math, Science, and Social Studies	Math - 45 Units - 15	Oral Language Text Comprehension
TIER 1	Step Up to Writing (K-2)	30	Written Expression Handwriting Spelling
TIER 2	My Sidewalks-Early Reading Intervention (ERI)	30	Phonemic Awareness Phonological Awareness Phonics Fluency Spelling
	Total minimum daily minutes (TIER 1)	**90**	
	Total minimum daily minutes (TIER 2)	**30**	

CCSD Sunrise Elementary - DLI 1st grade

TIER 1 & 2 Instruction

	Evidence-based Curriculum	Minimum Daily English Minutes	**Minimum Daily Target Language Minutes**	Core Area
TIER 1	Saxon Phonics & Spelling 1	45		Phonemic Awareness Phonological Awareness Phonics Fluency Spelling
TIER 1	Target Language Basal		20	Phonemic Awareness Phonics Fluency Spelling
TIER 1	Elements of Vocab A Academic Vocab 1 (District created based on Kate Kinsella research) Concept Reinforcement	25		Oral Language Vocabulary Text Comprehension
TIER 1	Reading for All Learners	20		Phonics Fluency Text Comprehension
TIER 1	Integrated within Math, Science, and Social Studies			Oral Language Text Comprehension
TIER 1	Step Up to Writing (K-2)	30		Written Expression Handwriting Spelling
TIER 2	Reading Mastery	30		Phonemic Awareness Phonics Fluency Comprehension Decoding
	Total minimum daily minutes (TIER 1)	**120**		
	Total minimum daily minutes (TIER 2)	**30**		

CCSD Sunrise Elementary - DLI 2nd grade

TIER 1 & 2 Instruction

	Evidence-based Curriculum	Minimum Daily English Minutes	**Minimum Daily Target Language Minutes**	Core Area
TIER 1	Saxon Phonics & Spelling 2	30-40		Phonemic Awareness Phonological Awareness Phonics Fluency Spelling
TIER 1	Reading Street 2	30-40		Oral Language Fluency Vocabulary Comprehension
TIER 1	Target Language Basal		30	Oral Language Fluency Vocabulary Comprehension
TIER 1	Elements of Vocab B Academic Vocab 2 (District-created based on Kate Kinsella research) Concept Reinforcement	25		Oral Language Vocabulary Text Comprehension
TIER 1	Integrated within Math, Science, and Social Studies			Oral Language Text Comprehension
TIER 1	Step Up to Writing (K-2)	30		Written Expression Handwriting Spelling
TIER 2	Reading Mastery	30		Phonemic Awareness Phonics Fluency Comprehension Decoding
	Total minimum daily minutes (TIER 1)	**120**		
	Total minimum daily minutes (TIER 2)	**30**		

CCSD Sunrise Elementary - DLI 3rd grade

TIER 1 & 2 Instruction

	Evidence-based Curriculum	Minimum Daily English Minutes	**Minimum Daily Target Language Minutes**	Core Area
TIER 1	Reading Street 3	45		Oral Language Fluency Vocabulary Comprehension Spelling
TIER 1	Target Language Basal		20	Oral Language Fluency Vocabulary Comprehension Spelling
TIER 1	Elements of Vocabulary C Academic Vocabulary 3 (District created based on Kate Kinsella research) Concept Reinforcement	25		Oral Language Vocabulary Text Comprehension
TIER 1	Integrated within Math, Science, and Social Studies			Oral Language Text Comprehension
TIER 1	Step Up to Writing (3-5)	20	10	Written Expression Handwriting Spelling
TIER 2	Corrective Reading	45		Fluency Comprehension Decoding
TIER 2	Phonics For Reading	45		Fluency Comprehension Decoding
	Total minimum daily minutes (TIER 1)	**120**		
	Total minimum daily minutes (TIER 2)	**45**		

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