**Freedom Prep - Early Literacy Plan 2018-19**

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

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| **Core Area** | **Duration** | **Frequency** | **Grades** | **Evidence-based Curriculum/Strategies** |
| **Phonological Awareness** | **10-15 mins.** | **K: daily until January. As needed for remainder of school year.**  **1st: daily until October. As needed for remainder of school year.** | **K-1st** | **Spalding**   * **Explicitly teaches phoneme manipulation (isolation, segmentation, blending, identifying beginning, middle, and ending sounds, along with substitution).** |
| **Phonics** | **30 mins.** | **Daily** | **K-3rd** | **Spalding**   * **Teaches letter recognition through handwriting instruction** * **Teachers 70 common sound-symbol relationships.** |
| **Fluency** | **K: 10 mins.**  **1st-3rd: 15 mins.** | **Daily** | **K-3rd** | **Spalding**   * **Taught through daily fluency passage readings.**   **Read Naturally**   * **Taught through repeated time readings on leveled passages.**   **Core Knowledge Language Arts**   * **Taught through applying fluency by reading classical literature and through reading poetry.** |
| **Vocabulary** | **20 mins.** | **Daily** | **K-3rd** | **Core Knowledge Language Arts**   * **Rich vocabulary taught through quality literature, science, and social studies**   **Shurley English**   * **Taught through direct instruction. Set list of words for each grade level**   **Spalding**   * **High frequency words taught** * **Rich vocabulary taught through quality literature** |
| **Comprehension** | **20 mins.** | **Daily** | **K-3rd** | **Spalding**   * **Taught through the 5 mental actions: monitoring comprehension, making connections, making predictions, reformatting, and summarizing.** * **Teaches three text structures: narrative, informative, and informative-narrative.**   **Core Knowledge Language Arts**   * **Taught through applying comprehension strategies while reading classical text during read alouds or as a literacy circle.** |
| **Oral Language** | **10-25 mins.** | **Daily** | **K-3rd** | **Spalding**   * **Taught through class discussion and direct instruction on rules of conversations**   **Core Knowledge Language Arts**   * **Taught through conversations and asking in-depth questions around students’ background knowledge.**   **We also use sentence frames and sentence starters to help all students answer questions in a complete sentence during class discussion.** |
| **Writing** | **K: 10 mins.**  **1st-3rd: 30 mins.** | **Daily** | **K-3rd** | **Spalding**   * **Students are taught to use the writing process, reading high quality literature, and shared writing. Students are taught to compose opinion, narrative, and informative pieces.**   **Shurley English**   * **Students are taught to use the writing process to compose opinion, narrative, and informative pieces.** * **Use of graphic organizers to assist students as needed.** |

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

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| At the beginning of the year, all K-3rd grade students are given the DIBELS Next assessment; any students who scores strategic or intensive in DIBELS Next is offered reading intervention services (Tier 2) by a trained paraprofessional. If space is available, students who barely scored on grade level are also offered reading intervention services to ensure they maintain grade level expectations. In addition to the DIBELS Next assessment, our kindergarten students take the USBE KEEP assessment and our 1st- 3rd graders take the STAR Reading assessment. These assessments are used as a second screener to identify at risk student. These assessments also provide the classroom teacher with valuable information on each individual students’ learning progress and what skills they need next to progress in their reading. Teachers also administer other formative assessments in their classroom as needed to support classroom instruction or placement into an intervention program. Theses assessments are: running records, CORE Phonics, Phonological Awareness test, San Diego Quick Assessment of Reading Abilities, and Spalding phonogram oral and written assessment.  Freedom Preparatory Academy services our Tier 3 students through our Special Education Department. Teachers are required to document 6 weeks of RTI interventions in their classroom that were not effective. This documentation is turned into our school principal and Special Education Director. Parents are contacted for approval to test and students are tested to see if they qualify to receive Tier 3 or Special Education Services.  Teachers work during academic team meetings assisting each other in honing instruction and utilizing assessment data to drive instruction. All K-3rd grade students will continue to be monitored to ensure they stay on grade level by administering the DIBELS MOY and EOY DIBELS Next assessment. Teachers use DIBELS Progress monitoring and their Pathways of Progress data in additional to monitor students’ growth in reading. These meetings occur weekly as a grade level team and at least once a quarter with members of the administration. Data drives our planning and assessment. |

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

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| Freedom Prep services our struggling students through our reading intervention tutoring program, these are our Tier 2 students. Tier 2 students receive the same instruction as students on grade level with an additional 60-90 minutes of two-on-one reading instruction provided by a highly qualified paraprofessional.  Upon placement into our reading intervention program, students are given the CORE phonics survey to better understand where they are in their phonics reading journey. This assessment identifies phonics skills students are missing along the phonics continuum. Students are also given a running record assessment to check for accuracy, fluency, and comprehension. Running Records materials are obtained from the Scholastic Guided Reading Assessment kit. The data from these assessments is used to place students in the tutoring program and plan their tutoring sessions. Tutoring sessions cover all 5 pillars of reading. However, one pillar may be focused on more during any given lesson.  All students who receive tutoring services are formally assessed every 6 weeks to measure their progress in reading. DIBELS progress monitoring (in and out of grade level) and STAR Reading assessment are given as our intervention progress monitoring assessments. Students also have informal assessments given at the end of each intervention lesson to check understanding of concepts taught before moving on to the next concept or sub-concept. These assessments are done in a form of a quick 3-minute phonics-based game.  Our tutoring program is based on Read Naturally and the Early, Next, and Higher Step Word sets. Students practice placing words in word sorts according to rules (beginning sounds, vowels sounds, or syllable type). Students read all words in a column as new words are added to the sort and games are played with these words to motivate students and assess them on mastery of the standard. Students then read a phonics passage from Read Naturally that covers the same concept as their word sort. This allows students to practice the skill in real text.  Freedom Prep believes that getting parents actively involved is essential in helping students learn to read. Read Naturally Passages are sent home with students for additional practice. In addition, Tier 2 students take home two books on their reading level a night to read with their parents for additional practice. One book from their classroom teacher and one book from their paraprofessional. Parents are also invited to come to a reading training on how to help their child read after MOY DIBELS are given, usually late January to learn additional ways to assist their child in learning to read.  Upon returning the passage to school, students are timed on their reading of their passage, to check for growth and long term understanding of the phonics concept taught.  Students needing additional support are also given the opportunity to complete additional minutes in Lexia during their tutoring sessions. This program is used school wide as a Tier 1 instruction. All students log in for 30 minutes each week. Tier 2 students will complete an additional 30 minutes for a total of 60 minutes of Lexia each week.  In order for students to exit Tier 2 services, students must place on grade level in two of the following assessments: DIBELS Next, STAR, Scholastic Running Records, or Read Naturally Placement Assessment. These assessments assess students overall reading abilities focusing on fluency, accuracy, and comprehension. Our Kindergarten through 3rd grade students must also place on grade level in the CORE phonics survey and the Phonological Screener to ensure they have a firm reading foundation. In order for students to exit Tier 3 services, students must meet their IEP goals and fulfill all requirements from our Special Education Department to show they are on grade level in reading. Once students are exited from intervention service, they are monitored monthly to ensure grade level expectations are kept. |

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

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| In-service trainings, workshops, and academic team meetings are all a part of our reading plan to ensure that our students receive the best literacy instruction. Freedom Preparatory Academy teachers are trained in Freedom Preparatory Academy’s language arts program over the summer. All new teachers attend a one-week training to master our language arts curriculum. These professional development opportunities support and prepare our teachers for consistent and high-level instruction of our reading curriculum.  Tips and strategies are shared by our reading specialist during faculty meeting and during professional developments and through a monthly newsletter. Periodic meetings with the school principals and Dean of Academics allows for evaluation of any further professional development needed in the area of literacy during the year.  All of Freedom Preparatory Academy Paraprofessionals are highly qualified upon hiring or by Oct. 1st. Our paraprofessionals come in one day before school starts to receive an initial training in employee expectation and to meet fellow staff members. This initial training is provided by our Dean of Elementary Academics. Paraprofessionals are given the first week to be in the classroom to get to know the teachers, students, and routines of the school. After the first week, paraprofessionals are pulled out by our Dean of Academics, who is also our literacy coach, to receive training in the school created tutoring program and school adopted reading programs (AR, Read Naturally, Spalding, Guided Reading, and DIBELS Progress Monitoring). Paraprofessionals are pulled out 2-3 hours a day for 2 weeks to receive this training. Paraprofessionals first listen to a presentation about the program and why we do it. They hear about each of the different components of the programs. Then a student is brought in and the paraprofessionals watch a model lesson of a component of the program they were trained in using. Afterwards, paraprofessionals are assigned a student to do a mock lesson with to practice teaching the component just taught. These lessons are observed by our Dean of Academics. After these lessons are taught, the paraprofessionals and Dean of Academics sit down to reflect, re-teach, and share notes from the observation. Weekly meetings are held on Mondays to provide on-going professional development to the paraprofessionals and correct any misunderstandings. Paraprofessionals are observed informally throughout the month and formally every other month. All our paraprofessionals are invited to attend any professional developments held for teachers, however, they are not required to attend all of them. We do have a few professional developments throughout the year in which the aides are required to attend with the teachers. |

**Local Goals**

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes, including early intervention K-3 software if being used.

**Goal 1** *(required)*

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| **By June 1, 2019, Freedom Preparatory Academy administration and kindergarten team will increase the percentage of kindergarten students proficient on DIBELS composite by 3% by providing professional development to kindergarten teachers and aides in phonemic awareness and phonics to improve classroom instruction and intervention instruction in the above areas. The areas of phonemic awareness and phonics were selected to improve our FSF and PSF proficiency scores on the DIBELS assessment.**  **Professional development will be based on the “Teaching Reading Sourcebook” and “Phonemic Awareness in Young Children.” Professional Development will be provided monthly through a variety of means. This may include, but is not limited to webinars, emails, in person meetings, and classroom observations. Kindergarten teachers will have the time to observe effective teachers as they teach phonemic awareness and phonics lesson. Time will also be provided for our kindergarten teachers to be observed as they teach in their own classroom to ensure lessons are explicit, systematic, and align with best practices.**  **Teachers in kindergarten will be expected to teach phonics for at least 30 minutes and phonemic awareness for 10 minutes each full school day. Students will also use Lexia for at least 30 minutes each week in the classroom. Weekly lesson plans will be turned into the principals by 5 pm each Monday to ensure these guidelines are being followed. Teachers will implement the ESGI assessment software to tack students’ progress and gauge the effectiveness of classroom instruction in phonemic awareness and phonics. This data will be used to help teachers prepare their class for the FSF and PSF tests in DIBELS. Teachers will be required to administer ESGI assessments at least once a term (quarter) and discuss this data with their academic team.** |

**Goal 2** *(required)*

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| **By June 1, 2019 Freedom Preparatory Academy administration and teachers will reduce the number of students in grades 1-3 who are *Well Below Benchmark* by 10% by protecting our daily language arts block. Freedom Preparatory Academy will guarantee an uninterrupted block of 60 minutes during the 120 minutes of language arts instruction when no students are pulled out of the classroom. This will be done to ensure that all students are present to receive foundational Tier 1 instruction from an effective teacher.**  **Freedom Preparatory Academy will implement a new language arts training for all incoming teachers in the summer to provide all teachers with a foundation in research based effective reading practices. This training will cover essential components of reading instruction, guided reading, writing, grammar, phonics, spelling, and effective lesson planning.**  **Additionally, teachers will also be given classroom time at least twice a year to observe teachers giving effective Tier 1 and Tier 2 instruction in the classroom. Teachers will be observed at least twice a year to ensure language arts instruction is systematic, explicit and includes Tier 2 support in the classroom. Level 1 teachers will also be provided with a mentor for additional support and coaching. Teachers wil be provided with 4 days of collaboration days to review and discuss students' progress and if interventions are effective.**  **Freedom Preparatory Academy will require 1st through 3rd grade students complete at least 45 minutes of Lexia a week during a 5 full day academic week.** |

**Goal 3** *(optional)*

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**Goal 4** *(optional)*

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**General Assurances: *Check all the boxes below*.**

* The plan submitted has been reviewed and approved by your local school board in a public meeting.
* We understand our state growth goal is to achieve at least 60% of students in grades 1-3 making typical or better progress on DIBELS Next.
* We understand that we will submit our end of year data and report progress for our local goals by June 30 annually.
* We understand that if our plan is not approved by December 15th, we forego our Early Literacy Program funds.
* Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy *(see 53F-2-503 for details).*
* We understand that if program money is used in a manner that is inconsistent with 53F-2-503, our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.