

Salt Lake City School District

Checklist of Practices for District or School:

(Distributed April 27, 2007)

Click to fill in the grey text-edit areas on the K-3 Reading Program Addendum form. Return or upload this form on or before 9/28/2007.

New Practice / Strategy / Intervention

Please indicate which of the listed literacy interventions or improvements your district/charter has implemented as part of the Utah K-3 Literacy Initiative (S.B. 230) for the 2004/05, 2005/06 and 2006/07 school years.

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Full-day Kindergarten	x	x	x
Summary:	Used program monies to support the funding of full-day kindergarten (FDK) in part or all of your elementary schools.		
Local Use:	Please briefly describe the provision of FDK in your district: As of 2006-07 K-3 monies have funded 14.5 FTEs for the purpose of creating 29 FDK classrooms.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Literacy Coaches	x	x	x
Summary:	Used program funds to support the hiring of literacy coaches to work with K-3 students and teachers.		
Local Use:	Please briefly describe the duties of the K-3 literacy coaches in your district/charter: SLCSD use K-3 funds to hire 4.5 literacy coaches. Literacy coaches 1) facilitate data sessions in 27 schools by supporting teachers with data collection, analysis, instruction implications and follow up sessions; this happens in faculty groups and grade level groups a minimum of 3 times a year; 2) facilitate an intervention process by identifying 5 students who would likely reach proficiency on CRT with additional instruction, focused objectives, and progress monitoring; 3) design grade level professional development days for grades K-3 using Utah State Core Standards, data, and research to inform the content and processes of each grade level meeting; 4) provide site professional development based on requests which emerge out of the district focus addressed in the grade level professional development days, SIP, or a site's student achievement data. The coaching might be with individual teachers, a grade level, or cross grade level.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
DIBELS Testing	x	x	x
Summary:	Used program monies to support acquiring DIBELS literacy assessments and train K-3 teachers to administer the tests and interpret the results.		
Local Use:	<p>Please briefly describe how K-3 teachers in your district/charter use DIBELS:</p> <p>All 27 elementary schools use DIBELS, strengthening our assessment to instruction cycle. Teachers use DIBELS to screen students, identifying the students needing additional instruction to make grade level benchmarks. DIBELS is then used to progress monitor student growth, if growth is not demonstrated then instruction/intervention is adjusted. Teachers collect DIBELS data in a folder which is dynamic in order to view their whole class, assess growth of all students against benchmarks, and monitor more frequently the growth of targeted students. In addition, teachers consider the correlation of DIBELS to other assessments, such as CRTs, DRA2s, and the OTBS. In the SY, 06-07, teachers' capacity to use DIBELS has been built in the following ways: 1) expanded use of the DIBELS website increasing access to the most recent data; 2) increased frequency of progress monitoring.</p>		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?																									
Assessment Testing	x	x	x																									
Summary:	Used program monies to support acquiring literacy assessment/s and train K-3 teachers to administer the test and interpret the results.																											
Local Use:	<p>Please name and briefly describe the assessment/s and how K-3 teachers in your district/charter use the assessment/s: The following grid summarizes the K-3 Assessment Plan.</p> <p>Table 1. Assessment Plan</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Screening</th> <th>Diagnostic</th> <th>Monitoring</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>SLCSD Pre-Kindergarten Assessment Oral Language Assessment DIBELS</td> <td>Kindergarten Assessment</td> <td>Phonemic Awareness/Letter ID/Sounds Text Reading Levels Benchmark • Writing DIBELS</td> <td>SLCSD Post-Kindergarten Assessment DRA Level 3 (End of year)</td> </tr> <tr> <td>1</td> <td>DRA DIBELS</td> <td>DRA</td> <td>Text Reading Levels Beg/Mid Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS</td> <td>CRT DRA</td> </tr> <tr> <td>2</td> <td>DRA DIBELS</td> <td>DRA</td> <td>Text Reading Levels Beg/Mid Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS</td> <td>CRT DRA</td> </tr> <tr> <td>3</td> <td>DIBELS</td> <td>DRA</td> <td>Text Reading Levels Beg/Mid/End Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS</td> <td>CRT ITBS</td> </tr> </tbody> </table>			Grade	Screening	Diagnostic	Monitoring	Outcome	K	SLCSD Pre-Kindergarten Assessment Oral Language Assessment DIBELS	Kindergarten Assessment	Phonemic Awareness/Letter ID/Sounds Text Reading Levels Benchmark • Writing DIBELS	SLCSD Post-Kindergarten Assessment DRA Level 3 (End of year)	1	DRA DIBELS	DRA	Text Reading Levels Beg/Mid Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS	CRT DRA	2	DRA DIBELS	DRA	Text Reading Levels Beg/Mid Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS	CRT DRA	3	DIBELS	DRA	Text Reading Levels Beg/Mid/End Yr Benchmark Book Fluency Rates On Line Benchmark Test DIBELS	CRT ITBS
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	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Summer Literacy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary:	Used program monies to fund a K-3 summer literacy program.		
Local Use:	Please briefly describe the K-3 summer literacy program offered by your district/charter: SLCSD did not use K-3 monies to fund summer literacy programs		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Focused Literacy Professional Development for K-3 Teachers	x	x	x
Summary:	Used program monies to provide professional development for teachers based on the Utah Literacy Model for Quality instruction.		
Local Use:	<p>Please briefly describe the K-3 literacy professional development provided to teachers in your district: SY 2006-07</p> <p>1) LITERACY COACHES provided site specific professional development for grade level or cross grade level groups of teachers in core areas such as PA, phonics/spelling (word work), small group instruction (reading, word work, interactive writing), comprehension, vocabulary and writing.</p> <p>2) K-3 funds provided subs for professional development days and/or site based professional development.</p> <p>3) Grades K-1-2 each had 4.5 professional development days. Grade 3 had 3 days of professional development. All professional development days focused on explicit lesson design and delivery and strengthening tier I.</p> <p>4) Literacy coaches facilitated an increased amount of data sessions with teachers. This provided a base to support teachers with tier II materials and instructional strategies.</p>		

	In SY 2004/05?	In SY 2005/06?	In Sy 2006/07?
Student Tutoring Achievement for Reading (STAR)	x	x	x
Summary:	Used program monies to support the STAR tutoring program, which provides individual K-3 students with additional reading practice alongside adult volunteers or paraprofessionals.		
Local Use:	<p>Please briefly describe how STAR as been implemented in your district/charter: SY 2006-07</p> <p>Four schools implemented STAR tutoring. 168 volunteers were trained as tutors resulting in 250 students receiving additional practice reading.</p>		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Before- and/or After-school Literacy Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary:	Used program monies to support a before- and/or after-school literacy program at grades K-3.		
Local Use:	Please briefly describe the K-3 before-and/or after-school literacy programs offered by your district/charter: SLCSD did not use K-3 monies for before and/or after school literacy programs.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Small Group Literacy Instruction	x	x	x
Summary:	Used program monies to enact small group literacy instruction in grades K-3.		
Local Use:	Please briefly describe how small group literacy instruction is carried out in your district/charter: In 2006-07 grade level (K-3) professional development days emphasized small group instruction during the literacy block for the following reasons: to provide reading instruction at a student's instructional level; to provide PA, letter knowledge, and phonics skill instruction; to provide guided writing opportunities practicing alphabetic principle. In addition, materials and demonstrations were provided to teachers supporting Tier II instruction for targeted students needing increased instruction. Kindergarten teachers were provided a criteria for knowing when K students were ready for small group instruction with text. K teachers were provided professional development and professional texts stating the value of student writing, all to support increase opportunities for students to write.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Three-Tier Model of Reading Instruction	x	x	x
Summary:	Used program monies to implement the state's 3-Tier Model of Reading Instruction at Grades K-3.		

Local Use:

Please briefly describe what tiered literacy instruction and intervention looks like in your district/charter:

Tier I: The primary focus in our district wide professional development days has been on good Tier I instruction with the expectation of a 3 hour literacy block and the consistent use of explicit lesson design and delivery. Schedules have been shared and evaluated. Attention has been focused on oral language/PA/phonics/spelling instruction which is systematic, clear, and happens everyday. Fluency has been highlighted due to the fact that in many situations fluency instruction has been non-existent. Vocabulary instruction has been demonstrated within the word study block of time and as an integral part of comprehension. Comprehension has been focused on in grades 1-3 through the use of developmental retell culminating in written retells. The Language Arts focus in SLCS D has been to create some common expectations in literacy instruction (Tier I) such as the 3 hour literacy block, high literacy support in all classrooms, provide the materials needed to deliver high literacy instruction, and common, articulated grade level outcomes. The implementation of screening and benchmarking has been vital for a number of reasons: teachers engaged in relevant grade level conversations, teachers have immediate access to their classroom data, teachers have support in analyzing the data, and the connection to instruction is timely.

Tier II: Tier II instruction has been supported on several levels. First, during the afternoon of a professional development day Tier II intervention has been discussed around the following issues: instructional needs of students, daily instruction aimed at closing their individual gap, narrowing the instructional focus (1 or 2 objectives), planning the instruction for a 15-20 minute block of time, and being explicit and clear. Teachers observed demonstrations of how to use materials directed at Tier II instruction. Secondly, SLCS D has a targeted student process in which all SL teachers participate and it functions as follows: 1) All students are benchmarked by an assessment team. 2) Data is collected immediately in a folder. 3) Teachers and literacy coaches sit side by side and analyze and organize the data (benchmark, strategic, and intensive). 4) Coaches follow up with a collaborative meeting, use a protocol to identify 5 students who would most likely benefit from 15-20 minutes of additional, focused instruction. 5) Teachers fill out an intervention sheet on each student, which includes instructional goal, plan, and how you will know the student reached the goal. Intervention sheets are submitted to the principal. 6) Some principals have begun to facilitate their own data sessions.

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Alignment with Utah Core Curriculum	x	x	x
Summary:	Used program monies to align literacy instruction with the Utah Core Curriculum.		
Local Use:	Please briefly describe the alignment process utilized by your district/charter: Literacy coaches developed pacing maps based on the Utah State Language Arts Core for grades K-3. The maps were tied to grade level professional development and distributed to all K-3 teachers. Pacing maps continue to be utilized.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Continuous Improvement Planning	x	x	x
Summary:	Reflection: K-3 Literacy Improvement Plan revisions.		
Local Use:	<p>Please briefly describe how your district/charter adjusted its literacy approach based on data from previous years:</p> <p>SLCSD has used their data to develop and adjust our approach to literacy in the following ways.</p> <ol style="list-style-type: none"> 1. SL rigorously funded district wide DIBELS implementation. An assessment team continues to be utilized. Teachers and coaches were trained in the use of the assessment tool and analysis of the data. 2. SL literacy coaches and district data specialist designed a targeted student intervention process which increases collaboration among teachers. All teachers have the support of a literacy coach/data specialist when their students are benchmarked with the DIBELS. Then teachers participate in grade level/cross grade level meetings with follow-up support as targeted students are identified and additional instruction planned. 3. 1st grade didn't make the expected gains in 06-07. We are in the process on a more complete analysis of the data to determine next steps. 4. The number of professional development day have been reduced in order to increase coaching time in the schools. 5. Full day kindergarten gains from year 1 and 2 solidified the benefits of FDK for SLCSD. One coach has been identified to only support kindergarten. Early Reading Intervention (ERI) kits will be provided for kindergarten classrooms this coming school year. The ERI kit provides early intervention materials and support for delivery. PD and support will continue to refine the FDK schedule to maximize learning. 6. 1st-3rd grades will be provided Text-Talk to support vocabulary and comprehension instruction. 7. 3rd grade will be provided a more intense research-based vocabulary curriculum. 8. Vocabulary is a focus because of the strong correlation to comprehension. 9. The percent of limited English proficient students, 1-3, not proficient on the CRT is above 50%. The response to that need will be to fund English Language Development materials, PD, and heighten attention to support for teachers/students regarding instruction and assessment. In addition, Language Arts/K-3 has and will continue to work with our ALS Department to coordinate and strengthen support to SL schools. 		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
New BASAL Reading Program	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Summary:	Used S.B. 230 program monies to acquire and implement a new scientifically based BASAL reading program for grades K-3.		
Local Use:	Please briefly describe the BASAL reading program implemented in your district/charter: Three schools have adopted Harcourt StoryTown for 07-08. K-3 monies purchased those materials and will provide coaching support for the coming SY.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
BASAL Reading Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary:	Used S.B. 230 program monies to support the use of a BASAL reading program for grades K-3.		
Local Use:	Please name and briefly describe the BASAL reading program implemented in your district/charter and the use of funds to support this program: Salt Lake City School District has a number of approaches to literacy. K-3 funding has focused on support of core aligned instruction with common materials, such as Text-Talk (vocabulary and comprehension), Power of Retell (vocabulary and comprehension), common approach to phonics and spelling instruction. Professional development and coaching support the implementation.		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Leveled Classroom or Take-Home Reading Libraries	x	x	x
Summary:	Used Program monies to install new K-3 leveled classroom or take-home reading libraries.		
Local Use:	<p>Please provide some additional details about the leveled reading libraries installed in your district/charter (i.e. classroom or take-home, fiction or nonfiction, etc.):</p> <p>In SY 2004-05 funds were used to increase non-fiction leveled texts for all 3rd grade classrooms. Kindergarten increased leveled texts in the same SY, this supported the expectation to provide small group instruction. In SY 2005-06 funds were used to increase leveled texts in 1st grade.</p> <p>SY 2006-07 D</p> <p>Decodable texts were purchased and distributed early in the SY. Some non-fiction text was purchased for third grade. All the texts purchased were to increase leveled texts libraries to differentiated small group instruction.</p>		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Professional Learning Communities Focused on Literacy	x	x	x
Summary:	Used program monies to support the development of professional learning communities or professional study groups focused on literacy.		
Local Use:	<p>Please provide some additional details about the use of professional learning communities or professional study groups in your district/charter:</p> <p>Funds have been used to support collaborative meetings during the teachers' work day, providing substitutes as needed.</p> <p>Coaches facilitate collaborative meetings discussing the implications of data, debriefing demonstrations of effective practice, looking at student work and planning for effective practice.</p>		

	In SY 2004/05?	In SY 2005/06?	In Sy 2006/07?
Utah Principals' Literacy Institute	x	x	x
Summary:	Supported elementary principals attending the Utah Principals' Literacy Institute.		
Local Use:	<p>Please provide the percentage of elementary principals in your district who have participated in the Utah Principals Literacy Institute and briefly describe how participation in the Institute has impacted K-3 literacy in your district/charter?</p> <p>Over a 3 year period 37% of SLCS D principals have attended the Principals Literacy Institute. The last 2 years 25% of the principals have a participated in the Institute. Principals leave the Institute feeling more confident in their literacy leadership role because they are better informed as to what effective literacy content and instruction looks like. The professional texts provide incredible resources that they can return to as they develop as stronger literacy leaders. Principals return to their schools with knowledge, expectations, and begin to evaluate the levels of literacy implementation and practices in their context.</p> <p>SY2006-07 Current data is pending.</p>		

	In SY 2004/05?	In SY 2005/06?	In SY 2006/07?
Other Major Literacy Effort(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary:	Used program monies to:		
Local Use:	Please provide additional details:		