



EARLY LEARNING PLAN 2022-2023

LEA Name: Lakeview Academy

Date of Expected Local Board Approval: Thursday, August 11, 2022

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-aO3K7OKGODi5ad_0Y2Ti/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.

Funds Being Applied for: Check all that apply. ([Estimated Funding and Matching Amounts](#))



Early Literacy Program Funds

- DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit the following to earlylearning@schools.utah.gov by August 1st.
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in [Utah Grants](#) no later than **September 1st by 5 p.m.**
 - Early Literacy budget,
 - Final ELP plan (as an attachment),
 - Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) no later than **September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

1. List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	Reach for Reading curriculum, whole group, small group and individual instruction Tier I Reach for Reading Tier and II, Heggerty, 95% Group, small group, individual instruction
Phonics	Reach for Reading curriculum, small group and individual instruction. Tier I and Tier II instruction, 95% Group.
Fluency	Reach for Reading curriculum, small group and individual instruction, leveled fluency passages
Vocabulary	Reach for reading curriculum, whole groups, small group, and individual instruction, routine vocabulary instruction
Comprehension	Reach for Reading, 95% Group for Tier I and Tier II
Oral Language	Reach for Reading
Writing	Reach for Reading

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

Screeners(s): Acadience Reading, STAR Reading

Diagnostic(s):

**Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.*

Core Phonics Survey, PAST, PASSA, 95% Group Diagnostics

Progress Monitoring:

**SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;*

Acadience Reading, 95% Group progress monitoring

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

Tier 2 Evidence-based Curriculum Program(s) and/or strategies: Tier II instruction are lessons by 95% Group and Reach into Phonics. Groups are taught by classroom gen ed teachers, classroom gen ed aides and additional aides that are trained to teach the intervention lessons. Students receive Tier II instruction two to three times per week for 25 minutes. Intervention Plans are reassessed every 4 weeks with student data (progress monitoring by teachers through Acadience Reading, progress as reported by Reach into Phonics and 95% group lessons) to monitor progress in and out of groups

Tier 3 Evidence-based Curriculum Program(s) and/or strategies: Students receive Tier III instruction three to four times per week for 25 minutes. . Intervention Plans are reassessed every 4 weeks with student data (progress monitoring by teachers through Acadience Reading, progress as reported by Reach into Phonics and 95% group lessons) to monitor progress in and out of groups. Students receive additional Tier III support with Lexia according to fidelity requirements and individual time prescribed by the program.

Briefly describe how you ensure intervention is aligned to students' needs?

Based on the diagnostic and progress monitoring data, groups are adjusted to their individual ability needs weekly.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Eureka Math

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
<p>Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.</p>	<p>Facilitate meaningful mathematical discourse--each lesson includes a 10-minute student debrief directly after a "you do" practice. Certain problems are specifically reviewed, question prompts are provided for teachers (e.g. "Why did you solve it that way?" "Who solved it a different way?" "How did your strategy for problem ____ help you solve problem ____?") and students discuss with each other how they solved a problem or if they did it incorrectly, what they learned.</p> <p>Reasoning and problem solving--each lesson includes a 3-5 minute application/word problem that incorporates concepts previously learned. The word problems require students to reason about the situation posed by the question and problem solve. These are often solved in pairs or small groups. Teachers also model solving the problem by thinking out loud.</p>
<p>Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<p>Implement fluency based components--each lesson includes a 8-10 minute fluency practice that covers several concepts, such as skip counting, renaming units, rounding, exploring patterns, etc.</p> <p>Math talks--teachers lead discussions during debriefs, application problems, and during the "we do" section of the lesson.</p> <p>Eureka problem set daily practice is built where the problems progressively become more rigorous. The last few problems involve a high level of cognitive demand that show, not only understanding, but mastery of the concept taught. This level of mastery allows children to use logic when discussing their work and gives them the confidence and ability to teach this concept to other classmates.</p>
<p>Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<p>Mathematical practices found in the Utah Core Standards for Mathematics such as reasoning abstractly and quantitatively are used such as tape diagrams, area models, number lines, and other pictorial representations that fit the problem being solved. Students are taught the different strategies, explain the strategies to classmates (teachers use this as a summative assessment and are challenged to use different strategies to develop a broader number sense. Eureka problem set daily practice is built where the problems progressively become more rigorous. The last few problems involve a high level of cognitive demand to show, not only understanding, but master of the concept taught. This level of mastery allows children to use logic when discussing their work and gives them the confidence and ability to teach this concept to other classmates.</p>

Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

Eureka math sprints, practice, and daily lessons get progressively more difficult. This allows students to have a positive experience building confidence in simple understanding before taking on a complex problem. Eureka math objectives involve real-world problems with real-world, hands-on connections. Students use manipulatives, clocks, scales, shapes, etc. Having this connection and hands-on experience allows students to feel positive and productive with their mathematics.

3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.

This year, Lakeview Academy will use Acadience Math to assess all students beginning, middle and end of the year. Eureka Math Exit Tickets are used daily to assess students' understanding of the math concepts. Teachers use this data to guide their Tier I instructions for whole group and small groups. Teachers also use that data to create individual RtI (Response to Intervention) plans. Teachers continue to progress monitor students based on the program's guidelines. Instruction will be adjusted based on progress monitoring data.

4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.

Tier 2 Intervention Program(s)/strategies: Tier II instruction will be lessons provided by Eureka on the reteaching/homework helper website.

Tier 3 Intervention Program(s)/strategies: Tier III instruction will be lessons provided by Eureka.

Briefly describe how you ensure intervention is aligned to students' needs?

Using data collected from exit tickets, teachers and gen. ed. aides will reteach concepts to meet student needs.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal (required)

By May 25, 2023, Lakeview Academy will increase the percentage of first graders at or above benchmark on Acadience Reading composite from BOY to EOY by 8%. We will accomplish this by providing ongoing professional learning through professional development and instructional coaching to all first grade teachers. The professional

learning will include classroom observations and feedback on the implementation of nonsense word fluency reading, sight word automaticity, fluent reading and accuracy found in 95% Group and Reach for Reading. Our efforts will reduce the percentage of students who did not master Nonsense Word Fluency (NWF) and/or Oral Reading Fluency (DORF) .

2. Early Mathematics Goal *(required)*

By May 25, 2023, Lakeview Academy will maintain the percentage of second graders at or above benchmark on Acadience Math composite from BOY to EOY. We will accomplish this by ongoing professional learning for all second grade teachers on best practices in math computation and concepts and application fluency. The professional learning will be accomplished through professional developments, classroom observation, and data analysis. We will be looking at progress monitoring and exit ticket data to drive instruction. Backward planning will be implemented through using the assessments to plan instruction. Our purpose is for second graders to be proficient with math computation fluency and concepts of application.

3. Early Literacy or Mathematics Goal *(required)*

☐ Literacy Goal

☒ Mathematics Goal

By May 25, 2023, Lakeview Academy will maintain the percentage of third graders at or above benchmark on Acadience Math composite from BOY to EOY. We will accomplish this by ongoing professional learning for all third grade teachers on best practices in math concepts and application. The professional learning will be accomplished through professional developments, classroom observation, and data analysis. We will be looking at progress monitoring and exit ticket data to drive instruction. Backward planning will be implemented through using the assessments to plan instruction. Our purpose is for third graders to be proficient in math concepts and applications.

General Assurances: *Check the box below.*

☒ The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

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.