

PreK-3 PROFESSIONAL LEARNING GRANT 2022-2023

LEA Name: Lakeview Academy

Date: 06/20/2022

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/1DvaYyXYv7T7uecuT03aIJSVcC30x7AMc/edit?usp=sharing&oid=116776488579262299208&rtpof=true&sd=true>
- If choosing to use the funds to support LETRS Professional Learning, please copy and paste the responses in this document to complete the literacy components of questions 1 and 3-6 of this Professional Learning Grant application: <https://docs.google.com/document/d/1DVGHp41lLbkHeWIJXZL94BVdbFB-MXg7/edit?usp=sharing&oid=116776488579262299208&rtpof=true&sd=true>
- **Submission of the Professional Learning Grant is OPTIONAL depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.**
 - If choosing to apply for funds, check the first box below, complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Application* in the subject line.
 - If choosing to waive funds, check the second box below, do not complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Waiver* in the subject line.

☒ We are **applying for** PreK-3 Professional Learning Funds

☐ We are choosing to **waive** Professional Learning Grant Funds

Submission and Approval

- Submission on or before August 1st: For PLG **preapproval**, submit your plan as a WORD document to earlylearning@schools.utah.gov **by August 1st.**
 - Once your plan is approved, you will receive instructions for submitting your budget in <https://utahgrants.utah.gov/> this must be completed **no later than September 1st by 5 p.m.**

[Estimated Funds for Professional Learning Grant FY23](#)

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable

expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures.

Important Definitions per Board Rule:

[Professional Learning Standards](#)

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Grants for Professional Learning

Check appropriate boxes to indicate professional learning focus.

<input checked="" type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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If choosing to support both literacy and math you will need to complete sections 1 and 3-6 for both professional learning opportunities. If supporting just one content area, leave the other content area box blank.

1. Name the professional learning opportunity you will be providing in your LEA.

Literacy: LETRS
Math:

2. Check how you plan to use the funds:

- ☒ Teacher stipends to attend professional learning
- ☐ Presenter fees
- ☐ Coaching supports
- ☒ Substitute teachers
- ☐ supplies and materials for teacher professional learning
- ☐ Hire a coach to support P-3 Literacy or Math

3. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

Literacy: LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

Math:

4. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.

Literacy:
LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

Math:

5. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.

Literacy:
LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

Math:

6. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.

	Literacy	Math
Learning Communities: occurs within learning communities committed to continuous improvement,	LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective	

individual and collective responsibility, and goal alignment	reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.	
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.	
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access to knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.	
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.	
Learning Designs: integrates theories, research, and models	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically	

of human learning to achieve its intended outcomes	addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.	
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.	
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	<p>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>	
Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices;	LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning	

and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.	
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General Assurances: *Check the box below.*

- ☒ The LEA assures that it is in compliance with State Code [53F-5-214](#) and Utah Board Rule [R277-326](#) applicable to this program.
- ☒ We understand the requirement to complete a USBE survey of performance measures by the end of the year.

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 Professional Learning Grant funds.