EARLY LEARNING PLAN 2021-2022

LEA Name: Lakeview Academy

Date of Expected Local Board Approval: Thursday, August 12 or Thursday, August 19, 2021

Directions:
- ***To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here:** https://drive.google.com/file/d/1UPrrElZJrXX73aotjbFWh-icRtqUfqC-/view?usp=sharing*
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

Funds Being Applied for: *Check all that apply.*

- ✓ **Early Literacy Program Funds**
  <u>**DISTRICT ONLY**</u> **- Matching Funds:**

Program	Amount Matching	Levy
☐ **Low Income Program**	$	
☐ **Guarantee Program**	$	

☐ **PreK-3 Professional Learning Funds**

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 your plan as a <u>WORD</u> document to earlylearning@schools.utah.gov **by August 1st.**
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page https://datagateway.schools.utah.gov/ **no later than September 1st by 5 p.m.**

Submission of Professional Learning Grant Budget:
- Submit the Professional Learning Grant budget in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**

*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.

1. List core instruction (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	10 min 15 min small groups, as needed	5 days 5 days 5 days	K 1st 2nd-3rd	Reach for Reading curriculum, whole group, small group and individual instruction Tier I Reach for Reading Tier and II 95% Group, small group, individual instruction
Phonics	15 min 15 min 15 min 15 min	5 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for Reading curriculum, small group and individual instruction
Fluency	15 min 20 min 20 min 15 min	5 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for Reading curriculum, small group and individual instruction
Vocabulary	15 min 15 min 15 min 15 min	5 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for reading curriculum, whole groups, small group, and individual instruction, routine vocabulary instruction
Comprehension	15 min 20 min 30 min 15 min	5 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for Reading
Oral Language	5 min 10 min 10 min 20 min	5 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for Reading
Writing	15 min 30 min 30 min 40 min	4 days 5 days 5 days 5 days	K 1st 2nd 3rd	Reach for Reading

2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Lakeview Academy uses Acadience Reading to assess all students beginning, middle and end of the year. Teachers administer the Core Phonics Survey to all students who have been identified as below and well-below benchmark. 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 Well-Below Benchmark students every two weeks, Below Benchmark students every month and at or above benchmark students each quarter. Instruction is adjusted based on progress monitoring data. In addition, Lexia has a diagnostic assessment that establishes a baseline for each student and then measures students' growth and progress with each use. The data we get from Lexia also guides our instruction by providing us with specific skills to target with lesson plans and practice opportunities for students.

3. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

Tier 2: Students who score below benchmark on Acadience Reading are divided into ability groups in order to best meet their individual needs by receiving Tier II instruction based on skill levels established by the previously mentioned assessments (i.e. Core Phonics Survey and the PAST) and adjusted throughout the year according to progress monitoring. Tier II and 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. Once a student maintains benchmark requirements for a 4 week period, the student exits the intervention group. Students receive additional Tier II and support with Lexia according to fidelity requirements and individual time prescribed by the program.

Tier 3: Students receive Tier III instruction three to four times per week for 25 minutes. Groups are taught by classroom gen ed teachers, classroom gen ed aides and additional aides that are trained to teach the intervention lessons. 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. Once a student maintains benchmark requirements for a 4 week period, the student exits the intervention group. Students receive additional Tier III support with Lexia according to fidelity requirements and individual time prescribed by the program.

4. **Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals.** *These funds cannot be used for faculty or staff in grades 4-6.*

Academy's K-3 teachers and aides will receive the following literacy professional development:
- one day of Tier I, Tier II, and Tier III literacy training
- ongoing literacy training throughout the school year once a month on Wednesdays' Professional Development

SECTION B: EARLY MATHEMATICS

1. **What evidence-based curriculum is being used in K-3 mathematics?**

Lakeview Academy uses Eureka math as our evidence based math curriculum. We will also supplement with i-Ready math.

2. **Describe how the following mathematical components are incorporated in grades K-3.**

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	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.
	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.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	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.
	Math talks--teachers lead discussions during debriefs, application problems, and during the "we do" section of the lesson.
	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.
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.	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 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.
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. **In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

This year, Lakeview Academy will Acadience Math to assess all students beginning, middle and end of the year. This year, Lakeview Academy will also use the diagnostic assessment from i-Ready. Eureka Math Exit Tickets are used daily to assess students' understating 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. In addition, i-Ready has a diagnostic assessment that establishes a baseline for each student and then measures students' growth and progress with each use. The data we get from i-Ready will also guide our instruction by providing us with specific skills to target with lesson plans and practice opportunities for students.

4. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.**

Tier 2: Tier II instruction will be lessons provided by Eureka on the reteaching/homework helper website. Groups are taught by classroom gen ed teachers and classroom gen ed aides.   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 Math, progress as reported by i-Ready, and Eureka Math Exit Tickets) to monitor progress in and out of groups. Once a student maintains benchmark requirements for a 4 week period, the student exits the intervention group. Students receive additional Tier II support with i-Ready according to fidelity requirements and individual time prescribed by the program. These lessons are taught by specialty aides that are trained to teach the intervention lessons.

Tier 3: Tier III instruction will be lessons provided by Eureka on the reteaching/homework helper site. Groups are taught by classroom gen ed teachers and classroom gen ed aides.   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 Math, progress as reported by i-Ready, and Eureka Math Exit Tickets) to monitor progress in and out of groups. Once a student maintains benchmark requirements for a 4 week period, the student exits the intervention group. Students receive additional Tier III support with i-Ready according to fidelity requirements and individual time prescribed by the program. These lessons are taught by specialty aides that are trained to teach the intervention lessons.

SECTION C: 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.

For literacy goals only, include early intervention K-3 software if being used.

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, including early reading software if being used] to [why—for what purpose].

1. **Early Literacy Goal** *(required)*

By May 26, 2022, Lakeview Academy will maintain the percentage of Kindergarteners at or above benchmark on Acadience Reading composite from BOY to EOY, by providing ongoing professional learning through professional development and instructional coaching to all kindergarten teachers, including classroom observations and feedback on the implementation of explicit phonemic awareness and phonics routines as found in Reach for Reading to reduce the percentage of students who did not master Phoneme Segmentation Fluency (PSF) and/or Nonsense Word Fluency (NWF) and also who are not benchmark by the end of Kindergarten. These students will also receive fidelity based minutes as required by Lexia each week as supplemental instruction to support their literacy needs.

2. **Early Literacy Goal** *(required)*

By May 26, 2022, Lakeview Academy will increase the percentage of 2nd graders at or above benchmark on Acadience Reading composite from BOY to EOY by 1%, by providing ongoing professional learning through professional development and instructional coaching to all 2nd grade teachers, including classroom observations and feedback on the implementation of explicit phonemic awareness and phonics routines as found in Reach for Reading to reduce the percentage of students who did not master Oral Reading Fluency (ORF) and also who are not benchmark by the end of 2nd grade. These students will also receive fidelity based minutes as required by Lexia each week as supplemental instruction to support their literacy needs.

General Assurances: *Check all the boxes below.*

☐✓ The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting. August 12, 2021 or August 19, 2021

✓The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

☐✓The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

- ✓ ☐ We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.
- ✓ ☐ We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.
- ✓ ☐ We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.
- ✓ ☐ We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.
- ✓ ☐ We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds *(see R277-406)*.
- ✓ ☐ We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.
- ✓ ☐ We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.
- ✓ ☐ 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 *(53F-2-503)*.
- ✓ ☐ We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 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.

SECTION D: PreK-3 PROFESSIONAL LEARNING

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. Click here to see LEA estimated funding amounts.

Important Definitions per Board Rule:

- **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.

Check appropriate boxes to indicate professional learning focus:

☐ **Early Literacy**	☐ **Early Mathematics**
☐ **P** ☐ **K** ☐ **1** ☐ **2** ☐ **3**	☐ **P** ☐ **K** ☐ **1** ☐ **2** ☐ **3**

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

2. **Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

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

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

Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	
Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; 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.	

General Assurances: *Check all the boxes below.*

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING -** The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds *(R277-326)*.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused *(R277-326)*.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - 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.