

EARLY LEARNING PLAN 2021-2022

LEA Name: Pacific Heritage Academy

Date of Expected Local Board Approval: June 17, 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.

X Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

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

SECTION A: EARLY LITERACY

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	15 min K-1	Daily	K-1	EL Curriculum and Heggerty
Phonics	30 min K 20 min 1-3	Daily	K-3	EL Curriculum
Fluency	20 min 1-3	Daily	K-3	EL Curriculum
Vocabulary	20 min K 30 min 1-3	Daily	K-3	EL Curriculum
Comprehension	30 min K-3	Daily	K-3	EL Curriculum
Oral Language	10 min K-3	Daily	K-3	EL Curriculum
Writing	30 min K-2 40 min 3	Daily	K-3	EL Curriculum

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.

We use Acadience Reading for benchmarking and progress monitoring of all students. Based on benchmark data from the beginning of year, below and well below benchmark, students receive progress monitoring every two weeks. Acadience Reading specific targeted lesson interventions are used for our below grade level students. Students at benchmark or above receive progress monitoring at least once per month. Progress monitoring will also include a weekly snapshot using the EL Foundational Skills assessment for K-2. For 3rd grade, we will use assessments from the EL All Block curriculum.

Every week, teams review the data during their PLC meetings. The data is then used to drive tier 1 instruction and to adjust their instruction to meet the needs of our students (Tier 1).

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:

Tier 2 Instruction is provided by the classroom teacher, reading specialist or classroom paraprofessional. We use the EL Education curriculum as well as the Acadience Reading interventions. Students meet with the teacher, reading specialist or classroom paraprofessional for at least 2 sessions for 20 minutes each per week. Progress monitoring is done using the EL Education Cycle Assessments weekly and Acadience Reading progress monitoring is done every 2 weeks. We use this data to determine if students are in the correct groups and if the right interventions are being provided. Students who are in the yellow groupings on the Acadience assessments (benchmark or progress monitoring) will be included in our Tier 2 groups and will stay there until they have shown growth to the green group (Tier 1) or if they aren't showing improvement, they may need to be moved to the Tier 3 group.

Tier 3:

Tier 3 Instruction is provided by the reading interventionist. We will be using S.P.I.R.E.. Students who are considered Tier 3 will meet with the reading interventionists between 40 - 60 minutes Monday - Thursday. Progress monitoring will occur weekly using S.P.I.R.E. materials and the Acadience reading assessment. Students who are in the red groupings on the Acadience assessments (benchmark or progress monitoring) will be included in our Tier 3 groups and will stay there until they have shown growth to the yellow group (Tier 2).

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.

K-3 teachers will participate in regular ongoing professional development provided by the leadership team. K-3 teachers will receive training in EL Foundational Skills and All Block, from the team leads and instructional coaches as well as ongoing supervised professional development throughout the school year in professional learning communities supported by our leadership team. Teachers will receive specific training in the EL Foundational Skills and All Block to incorporate correct rotations, specific intervention, for all children in grades K-3. Training and ongoing support will be implemented throughout the year to ensure fidelity. All K-3 teachers and reading interventionists will also be attending LETRS training.

SECTION B: EARLY MATHEMATICS

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

Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

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.	Problems & Investigations in daily lessons; Number Corner (Calendar Grid, Calendar Collector, Days in School, Computational Fluency, Number Line); Models & Strategies (ten-frames, fingers, number grids, dominoes, number-racks, bundles and sticks, etc.)
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Implement fluency building components throughout daily Number Corner workouts using manipulatives and visual representations and during daily practice using different models and tools (ten-frames, fingers, number grids, dominoes, number-racks, bundles and sticks, etc.)
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical	Reason abstractly and quantitatively – use pictures, objects, and manipulatives to represent problem situations and write equations to represent the mathematical problem and strategies for solving them.

problems with the capacity to justify the logic used to arrive at the solution.	
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Goal setting, WorkPlaces (engaging developmentally appropriate math stations that offer ongoing practice with key skills), Number Corner (connecting the learning to real life situations).

- 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.**

In K-1 Unit Checkpoints are used to monitor student’s progress on standards being taught. Teachers are able to use the information to adjust Tier 1 instruction. In 2-3 Pre-Assessments are given for each unit and allow teachers to identify student needs before starting their Unit. They also have checkpoints that are used mid-unit to check student’s progress on the standards being taught.

- 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:
 Bridges Intervention provides supplemental, explicit small-group instruction for Tier 2 students. It addresses critical numeracy and computational skills. Classroom teacher or classroom paraprofessional will provide small group instruction at least 2 times a week for 15 – 20 minutes. Based on BOY Acadience Math scores, students who are yellow will be in our Tier 2 group. Students will be assessed weekly using the progress monitoring assessments that go along with the weekly Bridges intervention lessons. If students are able to pass Unit Assessments with at least 80% proficiency, we will know that they no longer need interventions. If available, we would love to use the Acadience Math Progress Monitoring tool to also gauge if students are making enough progress to exit Tier 2.

Tier 3:
 Bridges Intervention provides supplemental, explicit small-group instruction for Tier 3 students. It addresses critical numeracy and computational skills. Classroom teacher or classroom paraprofessional will provide small group instruction at least 4 times a week for 15 – 20 minutes. Students will be assessed weekly using the progress monitoring assessments that go along with the weekly Bridges intervention lessons. If students are able to pass Unit Assessments with at least 70% proficiency, they will enter Tier 2. If they pass with 90% proficiency they will exit Tier 2 and Tier 3 interventions. If available, we would love to use the Acadience Math Progress Monitoring tool to also gauge if students are making enough progress to exit Tier 3.

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 June 3, 2022, Pacific Heritage Academy will reduce the percentage of first grade students scoring well below benchmark on Acadience Reading composite from BOY to EOY by 37% by providing a targeted, evidence-based

intervention (EL Foundational Skills Block and S.P.I.R.E.) with ongoing professional development throughout the school year to prepare students to become second grade ready at the end of the school year. Acadience Reading assessment will be used to identify specific gaps and support students in their movement to benchmark skill level. Students will participate in small, skill-based reading groups and receive one-on-one support from a trained paraprofessional, teacher or reading interventionist.

2. Early Literacy Goal *(required)*

By June 3, 2022, Pacific Heritage Academy will reduce the percentage of third grade students scoring well below benchmark on Acadience Reading composite from BOY to EOY by 26% by providing a targeted, evidence-based intervention (EL All Block and S.P.I.R.E) with ongoing professional development throughout the school year to prepare students to become fourth grade ready at the end of the school year. Acadience Reading assessment will be used to identify specific gaps and support students in their movement to benchmark skill level. Students will participate in small, skill-based reading groups and receive one-on-one support from a trained paraprofessional, teacher or reading interventionist.

- **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.
- 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:

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

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.

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).

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.

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

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.

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

<p>Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>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 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.</p>
<p>Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>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.</p>
<p>Resources: requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>LETRS Professional Learning provides equitable access of 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.</p>
<p>Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p>	<p>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</p>

	<p>this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.</p>
<p>Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes</p>	<p>LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically 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.</p>
<p>Implementation: applies research on change and sustains support for implementation of professional learning for long-term change</p>	<p>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.</p>
<p>Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah</p>	<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 the 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>
<p>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.</p>	<p>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 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.</p>

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.