Utah State Board of Education | Teaching and Learning

EARLY LEARNING PLAN 2023-2024

LEA Name: Pacific Heritage Academy

Date of Expected Local Board Approval: August 2023

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/1TB91xNYFzQs-t5cO1sPhmjz5Pmcehr0l/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 Type
☐ **Low Income Program**	$	
☐ **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 **pre approval**, 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)	
	General Education	**Special Education**
Phonological Awareness	CKLA and Heggerty	CKLA, Heggerty, Equipped for Reading Success
Phonics	CKLA	CKLA and iReady
Fluency	CKLA	CKLA and iReady
Vocabulary	CKLA	CKLA and iReady
Comprehension	CKLA	CKLA and iReady
Oral Language	CKLA	CKLA and iReady
Writing	CKLA	CKLA and iReady

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.

Screener(s): We use Acadience 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.* PAST and SPIRE Placement Assessment
Progress Monitoring: **SB 127: Districts and charters are required to administer formative assessments <u>and progress monitoring at recommended levels for the benchmark assessment</u> to measure the success of the focused intervention;* We will use Acadience Reading Progress Monitoring, specifically Off-Level Progress Monitoring to gauge progress among all skills.

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: S.P.I.R.E
Tier 3 Evidence-based Curriculum Program(s) and/or strategies: S.P.I.R.E. and UFLI
Briefly describe how you ensure intervention is aligned to students' needs?

Based on the outcomes of our diagnostic assessment we will be able to assign and target intervention lessons to meet their specific skill needs. Within S.P.I.R.E. and UFLI we are able to drill down even more and meet kids where they are at.

SECTION B: EARLY MATHEMATICS

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

Bridges in Mathematics

2. **Describe how the following mathematical components are incorporated in tier 1 instruction 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 problems with the capacity to justify the logic used to arrive at the solution.	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.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Goal setting, Work Places (engaging developmentally appropriate math stations that offer ongoing practice with key skills), Number Corner (connecting the learning to real life situations).

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.**

We will be able to use the Acadience Math Screener to identify students who are below and well below and then give the Bridges in Mathematics Intervention Diagnostic Assessment to pinpoint even further where skill deficits are. 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. For students who are in our Tier 2 and Tier 3 Intervention groups, they will be given weekly Progress Monitoring Assessments to gauge progress within the skill they are working on.

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:
Bridges Intervention provides supplemental, explicit small-group instruction for Tier 2 students. It addresses critical numeracy and computational skills.

Tier 3 Intervention Program(s)/strategies:
Bridges Intervention provides supplemental, explicit small-group instruction for Tier 3 students. It addresses critical numeracy and computational skills.

Briefly describe how you ensure intervention is aligned to students' needs?
Based on the outcomes of Acadience Math Screener and additional diagnostic assessments through Bridges Interventions, we can assign students to specific interventions that targets their skill deficits and builds on the strengths they already have.

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: <u>Analyzing Data and Identifying Areas of Need</u> and <u>Writing Goals</u>

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 31, 2024, Pacific Heritage Academy will reduce the percentage of first grade students scoring well below benchmark on Acadience Reading composite from BOY to EOY by 28% by providing a targeted, evidence-based intervention (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.

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

By May 31, 2024, Pacific Heritage Academy will maintain the percentage of second grade students who are scoring at

or above benchmark on Acadience Math Computation BOY to EOY by providing a targeted, evidence-based intervention (Bridges in Mathematics Intervention) with ongoing professional development throughout the school year to prepare students to become third grade ready at the end of the school year. Acadience Math assessment will be used to identify students who need more support and then the Bridges Intervention Assessments will be used to pinpoint the specific gaps which will help us support students in their movement to reach proficiency. Students will participate in small, skill-based math groups and receive one-on-one support from a trained paraprofessional or teacher.

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

☑ Literacy Goal ☐ Mathematics Goal

By May 31, 2024, Pacific Heritage Academy will increase the percentage of third grade students scoring at or above benchmark by 3% on Acadience Reading Fluency from BOY to EOY by providing a targeted, evidence-based intervention (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.

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.