



EARLY LEARNING PLAN 2024-2025

LEA Name: Pacific Heritage Academy

Date of Expected Local Board Approval: August 2024

- Submission of Early Learning Plan:**
- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
 - Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
 - All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

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-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)

***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.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition	Intervention program(s) with year published/edition or evidence-based strategies
CKLA (2nd Edition) and UFLI	UFLI, S.P.I.R.E. (3rd Edition), iReady

SECTION B: EARLY MATHEMATICS

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

Core program(s)	Intervention program(s) and/or strategies
Bridges in Mathematics and Imagine Math	Bridges Intervention and iReady

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 attitude of a student who sees 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).

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy 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 Mathematics Goal (required)

By June 2, 2025, 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 improving instruction during daily number corner routines and providing a targeted, evidence-based intervention (Bridges in Mathematics Intervention) with ongoing professional development throughout the school year to prepare students to increase their basic computation skills and become third grade ready by the end of the school year.

2. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By June 2, 2025, Pacific Heritage Academy will increase the percentage of first grade students scoring at or above benchmark by 13% on Acadience Reading Accuracy from MOY to EOY by improving Tier 1 instruction using UFLI and targeted, evidence-based intervention (S.P.I.R.E. and UFLI) with ongoing professional development throughout the school year to increase students with their phonics and alphabetic principle skills and to become second grade ready by the end of the school year.

General Assurances: Check the boxes below.

- The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.
- The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).
- The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

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 corrective action.