



**EARLY LEARNING PLAN 2023-2024**

**LEA Name: Juab**

**Date of Expected Local Board Approval: August 16, 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&oid=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\*](#))

**X Early Literacy Program Funds**

**DISTRICT ONLY - Matching Funds:**

Program	Amount Matching	Levy Type
x <b>Low Income Program</b>	\$ 75,452.00	Board Local Levy
x <b>Guarantee Program</b>	\$ 68,189.00	Board Local Levy

**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 the following to [earlylearning@schools.utah.gov](mailto: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	Heggerty	95% PA Intervention
Phonics	95% Core Phonics	95% Phonics Intervention
Fluency	Read Naturally	95% Intervention, SIPPS
Vocabulary	EL Education	95% Intervention, SIPPS
Comprehension	EL Education	95% Intervention, SIPPS
Oral Language	EL Education	95% Intervention, SIPPS
Writing	EL Education	95% Intervention, SIPPS

Juab School District is currently reviewing our curriculum and has a plan to have an evidence informed curriculum in place for the 2024-25 school year.

### 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):**

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.*

PASI, PSI, CORE Phonics

**Progress Monitoring:**

*\*SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;*

Acadience Reading, Acadience Reading Survey

**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:**

95% intervention curriculum

**Tier 3 Evidence-based Curriculum Program(s) and/or strategies:**

SIPPS, 95% intervention curriculum (increased minutes/days, smaller group, increased specialization of instructor)

**Briefly describe how you ensure intervention is aligned to students' needs?**

Based on the outcome of diagnostic assessments, students will be assigned to an intervention group that targets specific skill deficits.

**SECTION B: EARLY MATHEMATICS**

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

Ready Math, iReady Math software, Eurkeka Math<sup>2</sup>

**2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.**

Mathematical Components	Evidence-based Strategies
<p><b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.</p>	<p>Teachers implement evidence-based strategies including math tasks, number talks, questioning strategies, and facilitating meaningful mathematical discourse to support students in deepening their mathematical understanding.</p>
<p><b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<p>Teachers implement fluency building components of Eureka Math<sup>2</sup> and Ready Mathematics which include evidence-based strategies to promote the development of meaningful, flexible, accurate and efficient procedures for fluency. Teachers engage students in the using iReady math software to support each student in developing procedural fluency</p>
<p><b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<p>Teachers implement evidence-based strategies (math tasks, number talks, questioning) to promote reasoning and problem solving across the conceptual, representational, and procedural domains. Teachers utilize effective mathematics practices to support students in deepening their mathematical understanding, increasing their ability to successfully engage in meaningful mathematics discourse, and in solving rigorous math tasks while demonstrating the ability to explain and justify the logic used to arrive at the solution.</p>
<p><b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>Teachers support students in developing a productive disposition for mathematics by guiding students in setting ambitious mathematics goals, and providing appropriate supports that allow students to successfully engage in productive struggle. Portrait of A Graduate work is embedded throughout instruction to support students in developing a growth mindset and building skills in grit, resilience, perseverance, and determination.</p>

**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.**

Acadience Math will be used to screen all students in grades K-3 at BOY. This data, as well as KEEP, iReady diagnostic data, local curriculum assessment and progress monitoring data is used to inform Tier I instruction, and to identify student's specific skill deficits for intervention instruction. Teachers meet weekly in PLC and Data teams to review data to determine the effectiveness of instruction, and make instructional adjustments.

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:**

Students who require Tier 2 support will receive an increased number of minutes/days per week of supplemental intervention instruction in small groups, delivered by a highly effective teacher or paraeducator. Eureka Math<sup>2</sup> and Ready Math curriculum-based intervention tools, locally developed intervention instruction aligned to district power standards, and iReady Mathematics software are used to support students in Tier 2.

**Tier 3 Intervention Program(s)/strategies:**

Students who need Tier 3 support will receive an increased number of minutes/days per week of supplemental intervention instruction in small groups or one-on-one, delivered by a highly effective teacher. Eureka Math<sup>2</sup> and Ready Math curriculum-based intervention tools, locally developed intervention instruction aligned to district power standards, and iReady Mathematics software are used to support students in Tier 3.

**Briefly describe how you ensure intervention is aligned to students' needs?**

We will utilize data from the Acadience Math screener, iReady diagnostic and other curriculum-based assessment tools to identify students' strengths and skills deficits for intervention instruction.

## 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: [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 Literacy Goal (*required*)

By May 22, 2024, Juab School District will decrease the percentage of 1<sup>st</sup> grade students scoring below benchmark on Acadience Reading composite from BOY to EOY by 45% by providing targeted, evidence-based interventions that align to student's diagnostic needs as measured by the PSI and Core Phonics Survey to attend to specific literacy gaps and to improve the percentage of students moving out of the below benchmark status.

2. Early Mathematics Goal (*required*)

By May 22, 2024, Juab School District will increase the percentage of 2<sup>nd</sup> grade students who are scoring at or above benchmark on the Acadience Math Composite by 3% from BOY to EOY by providing ongoing job-embedded instructional coaching, including classroom observations and feedback on implementation of CMI principles, and computation and procedural fluency, to increase the likelihood of students scoring at or above benchmark at the end of second grade.

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

Literacy Goal

Mathematics Goal

**By May 22, 2024, Juab School District will decrease the percentage of 3<sup>rd</sup> grade students scoring below benchmark on Acadience Reading composite from BOY to EOY by 60% by providing targeted, evidence-based interventions that align to student's diagnostic needs as measured by the PSI and Core Phonics Survey to attend to specific literacy gaps and to improve the percentage of students moving out of the below benchmark status.**

**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.