

EARLY LEARNING PLAN 2021-2022

LEA Name: Greenwood Charter School

Date of Expected Local Board Approval: August 20, 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

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	at least 15 minutes	Daily	K-3	Heggerty; Reading Horizons
Phonics	30 minutes	Daily	K-3	Reading Horizons
Fluency	at least 15 minutes	Daily	K-3	Reading Horizons EL Education ELA Modules
Vocabulary	30-40 minutes	Daily	K-3	Reading Horizons' software EL Education ELA Modules
Comprehension	20-30 minutes	Daily	K-3	Reading Horizons- software EL Education ELA Modules
Oral Language	Strategically embedded throughout	Daily	K-3	EL Education ELA Modules Reading Horizons
Writing	20-60 minutes	Daily	K-3	EL Education ELA Modules Reading Horizons

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.

Data is gathered from Acadience Reading benchmark and progress monitoring assessments, Reading Horizons Check-ups and Skill Checks, and Heggerty Phonemic Awareness Assessments. This data is used to form intervention groups and to direct instruction for these groups. Teachers and paraeducators meet weekly to discuss the most recent data and plan for the upcoming instruction. One or two specific needs are identified for each group and intervention lessons/activities are planned to address these needs. Plans are also made to reassess after adequate interventions have been completed. These plans and the carrying out of these interventions are documented.

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:

- Para educators and classroom teachers will address tier 2 needs in a small group setting.
- We use the following curriculum in tier 2 targeted small groups: Reading Horizons to reteach, CORE Teaching Reading Sourcebook, PALS, Read Naturally and Florida Center for Reading Research activities. DYAD reading will also be used in a class setting grade 1-3.

- Small Groups occur daily four times a week for approximately one hour per day.
- Progress monitoring includes skill checks included in Reading Horizons and Acadience Reading Progress Monitoring. Teachers will meet with paras weekly to look at data and plan the upcoming small groups based on the data they have collected.
- Entry criteria consists of Reading Horizons checkups (like exit tickets) and Acadience Reading data. Exit criteria consists of showing proficiency through a Reading Horizons skill check, spelling test, or Chapter Test or meeting the Acadience Reading benchmark goal that was previously missed. When Tier II students demonstrate grade level proficiency, they will exit to Tier I, and will be closely monitored.

Tier 3:

- Para educators, SpEd para educators and classroom teachers will address tier 3 needs in a small group setting.
- We use the following curriculum in tier 3 targeted small groups: Heggerty Phonemic Awareness, Reading Horizons for reteaching unacquired skills, PALS, Read Naturally, CORE Teaching Reading Sourcebook, Acadience Reading Instruction Activities and Florida Center for Reading Research activities. DYAD reading will also be used in a class setting grade 1-3.
- For tier 3 SpEd specific, we utilize incremental *Read Naturally* passages for fluency and comprehension support. This year we will implement one on one sessions for all students with reading goals on their IEP. These sessions will be implemented with intervention components including: (a) highly targeted, (b) provides an appropriate level of challenge for the individual student, (c) explicitly teaches a specific skill, (d) allows many opportunities to respond, and (e) provides immediate corrective feedback for an individual student all in a one-on-one controlled environment with consistent progress monitoring and reactive intervention planning.
- When Tier III students demonstrate consistent growth, they will exit to Tier II, and will continue to be closely monitored.
- Small Groups occur daily four times a week for approximately one hour per day plus additional minutes for SpEd.
- Progress monitoring includes skill checks included in Reading Horizons and Acadience Reading Progress Monitoring. Acadience data for previous sub measures where benchmarks were not met will be noted. Teachers will meet with paras weekly to look at data and plan the upcoming small groups based on the data they have collected.
- Entry criteria consists of Reading Horizons checkups (like exit tickets) and Acadience Reading data. Exit criteria consists of showing proficiency through a Reading Horizons skill check, spelling test, or Chapter Test or meeting the Acadience Reading benchmark goal that was previously missed.

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.*

All K-3 teachers and SpEd teachers in our LEA will be engaging in the LETRS (Language Essentials for Teachers of Reading and Spelling) for professional learning over the next two years. We will also have teachers participate in the USBE self-directed DYAD Reading Canvas course.

SECTION B: EARLY MATHEMATICS

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

Illustrative Mathematics
iReady

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.	Illustrative Mathematics Warm-Up: High Yield Mathematical Routines such as number talks, Today’s number, Number lines, Quick Image (Dot Talks), Mystery Numbers, Alike & Different etc.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Illustrative Mathematics Activities: Experiential Activities / Manipulatives / Debrief Synthesis / Connections to student made and standard algorithms / 5 Stage Centers used based on student understanding and progress. Mathematical Routines as above.
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.	Illustrative Mathematics: Mathematical Discourse working to move classrooms to level 3 on the Levels of Classroom Discourse (Principles to Action pg. 71 by Hufford-Ackles Fuson, and Sherin(2014) table 1) Focus on Number Sense and flexibility in choosing strategies. Use of student tracking and ownership of Mathematical Practices as well as academic standards.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Illustrative Mathematics: Math Communities character and work habits routines Implementation of Qualitative Math Mindset Rubric for students Based on Levels of Classroom Discourse (Principles to Action --see above)

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.

GreenWood will use the Acadience Math Screener, iReady Diagnostic Test, Qualitative Math Mindset Rubric, Curriculum based assessments from Illustrative Mathematics and RISE Benchmarks (for 3rd Grade) to identify strengths and areas of needs for students from multiple sources. Screener, diagnostic and benchmark assessments will be used to identify students that may need additional help. Curriculum based assessments will be used in conjunction with weekly Data Inquiry meetings to plan small group and intervention instruction.

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:**
- Teachers will plan and work closely with para educators to address Tier II needs in a small group setting.
 - GreenWood will use the following assessments to identify students with Tier II needs
 - Acadience Math Screener,
 - iReady Diagnostic Test,

- Qualitative Math Mindset Rubric,
- Curriculum Based Assessments from Illustrative Mathematics,
- and RISE Benchmark assessments,
- Small groups occur 3-4 times per week outside of Tier I instruction for approximately 30 minutes per session.
- Progress monitoring will be based on weekly assessment data from one or more of the data sources.
- Entrance into Tier II services will be determined during weekly Data Inquiry Meetings with Teachers and Para educators. When students show grade level proficiency, they will exit to Tier I and be closely monitored.
- Illustrative Mathematics Curriculum provides 5 stages of center activities to support students with additional needs.
- In addition, tier 2 students will be supported through individualized learning plans through iReady and supported by small group instruction from teachers and paraprofessionals.

Tier 3:

- Para educators, SpEd para educators and classroom teachers will address Tier III needs in a small group or individual setting.
- GreenWood will use the following assessments to identify students with Tier II and III needs
 - Acadience Math Screener ,
 - iReady Diagnostic Test,
 - Qualitative Math Mindset Rubric,
 - Curriculum Based Assessments from Illustrative Mathematics
 - and RISE Benchmark assessments
- In addition to the Tier II assessment methods, Tier III students will use an additional assessment, the Learning Trajectories for Primary Grades Mathematics Developmental Levels screener to identify specific mathematical gaps
- Small groups occur 3-4 times per week outside of Tier I instruction for 30 minutes per session.
- Progress monitoring will be based on weekly assessment data from one or more of the data sources.
- Entrance into Tier III services will be determined through weekly Data Inquiry Meetings with Teachers and Para educators. When Tier II services do not demonstrate progress, students will be given the Tier III screening tool Learning Trajectories for Primary Grades Mathematics Developmental Levels screener to identify specific mathematical gaps
- When Tier III students demonstrate consistent growth, they will exit to Tier II, and will continue to be closely monitored.

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 27, 2022, GreenWood Charter School will increase the number of 2nd grade students who are At or Above benchmark on Acadience Reading composite from BOY to EOY by 3% by improving our core instructional practices.

Our literacy specialist will observe teachers weekly and give feedback on instructional practices, as well as spend time teaching students in centers. We will provide professional learning around Heggerty and Reading Horizons to strengthen instructional practices. Teachers will also participate in the LETRS training that is provided by the state. Teachers will additionally be supported by multiple resources, including: Instructional Coach, Student Success Team (including SPED and Tier II specialists), EL Education School Designer, Reading Horizons Support Representative, and school administration.

2. Early Literacy Goal (required)

By May 27, 2022, Greenwood will decrease the number of 1st grade students scoring Well Below on Acadience Reading composite score by 38% from BOY to EOY. This goal will be achieved by using close reads in our ELA curriculum, DYAD reading, and providing connected texts that practice the skill being taught in Reading Horizons. Teachers will be provided with ongoing curriculum support (Reading Horizons and EL Modules), instructional coaching and observational feedback. Teachers will additionally be supported by multiple resources, including: Instructional Coach, Student Success Team (including SPED and Tier II specialists), EL Education School Designer, Reading Horizons Support Representative, and school administration. Teachers will also be supported by professional learning around Reading Horizons, LETRS professional learning, and training in Dyad reading. All support will be based on Acadience Reading progress monitoring data, Reading Horizons' screeners and dashboard (software), as well as teacher observations.

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 checked="" 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 student's 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</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</p>

system data to plan, assess, and evaluate professional learning	Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	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.
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	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.
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	<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 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>
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.	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.

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.