



EARLY LEARNING PLAN 2022-2023

LEA Name: Mountainville Academy

Date of Expected Local Board Approval: July 16, 2022

Directions:

- To support LEAs in the successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-a03K7OKGODi5ad_0Y2Ti/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)

Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Table with 3 columns: Program, Amount Matching, Levy. Rows include Low Income Program and 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 preapproval, submit the following to earlylearning@schools.utah.gov by August 1st.
Submission after August 1st: For ELP final approval, submit the following in Utah Grants no later than September 1st by 5 p.m.
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)
Phonological Awareness	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Phonics	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Fluency	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Vocabulary	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Comprehension	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Oral Language	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>
Writing	<i>Core Knowledge Language Arts, Spalding Writing Road to Reading</i>

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) <i>Acadience Reading</i>
 Diagnostic(s): <i>Core Phonics</i>
 Progress Monitoring: <i>Acadience Reading</i>

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: <i>Small group/individual pullouts targeting individual student needs using Lexia lessons, skill builders, and connections 2 times per week closely monitored by benchmark testing and Acadience Reading testing to track progress. Small group tier 2 instruction is focused on fluency, vocabulary, comprehension, and phonemic awareness based on student needs with extra time to practice.</i>
Tier 3 Evidence-based Curriculum Program(s) and/or strategies: <i>SRA Corrective Reading and McGraw Hill SRA Reading Mastery for our younger students. They also will be meeting daily with our K-3 reading specialist for 30 minutes who will be working with all tier 3 struggling readers. Progress monitoring is done with Acadience Reading and individual problem solving to address the specific needs.</i>
Briefly describe how you ensure intervention is aligned to students' needs? <i>We closely monitor student needs and look at data weekly to make sure the interventions the students are receiving are personalized to meet their specific learning needs. Our Literacy Specialist works closely with each student, their classroom teachers, and classroom reading instructors to make sure everyone is working to support all students. Based on the outcomes of our diagnostic assessments, we provide specific interventions that build on the strengths of the students and their individual needs.</i>

SECTION B: EARLY MATHEMATICS

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

Eureka Math²

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.	<i>Conceptual Understanding is embedded in our core curriculum by incorporating modeling, representation, and problem-solving. Using Eureka Math, the teachers facilitate meaningful mathematical discourse and elicit higher-level thinking. In addition, teachers regularly use supplemental tasks that help students make connections between concepts, operations, and relations.</i>
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<i>Implement fluency-building components are embedded in Eureka Squared. Each classroom will have a set of games to promote Procedural Fluency, promote meaningful fluency and mathematical routines. Instruction will approach math facts that are appropriate to each grade level.</i>
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.	<i>Each Eureka lesson focuses on a content standard and mathematical practices in the Utah Core State Standards. We place emphasis on making sense of problem-solving and persevering through productive struggle. Through the problem-solving process, students engage in justifying their thinking and critiquing the reasoning of others.</i>
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	<i>Students build productive mindsets around mathematics through the integration of the 7 Habits as part of the Leader in Me Program. Students are given tasks and activities to promote meaningful and useful use of mathematics while continuing a steady effort to learn mathematics. Each classroom designates 30 -40 minutes a day on Leadership Skills from the 7 Habits and integrates these mindsets through all content areas including math.</i>

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 Screener is used to help us identify students that are at risk. We look at each student and how they perform on the composite scores along with the individual measures.

Diagnostic assessments tell us where the student's strengths are and what their needs and learning gaps are. We look much more in-depth at where their needs are and decide what skills they need to develop and how we will provide interventions. We will use LearningTrajectories.org as a guide to help us know where students need support on specific skills.

Progress Monitoring helps us target specific skills. This is ongoing and helps us make sure the interventions we are doing are working. It informs our instruction for the whole classroom, small groups, and individuals.

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:

Target problems from the Eureka pre-assessment are used as an intervention to prepare students for grade-level content. Pre-teaching is a strategy used to help make sure students have the prerequisite skills for Tier 1 instruction. Small groups within the classroom focus on targeted skills and emphasize conceptual understanding with a variety of modeling and representation.

Tier 3 Intervention Program(s)/strategies:

Students will have their own intensive supports being pulled out in extra small groups or one-on-one. Intervention will focus on prerequisite, knowledge, and skills, aligned to tier 1 and tier 2 instruction along with the data from the screener and diagnostic assessments. The Learning Trajectories will be used as instructional tools in instruction. There will be an increased frequency and duration of the intervention.

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

Based on the outcomes of the screener, we assigned an intervention

Based on the outcomes of the Acadience Math screener and additional diagnostic assessments (Eureka Squared Pretest, and Learningtrajectories.org) given for each student demonstrating intervention needs, we provide specific interventions that build on the strengths of the students and their assessments.

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.

Goal Sentence Frame:

1. Early Literacy Goal (required)

By **May 26, 2023**, **Mountainville Academy** will increase the percentage of kindergarten students at or above benchmark on the Acadience Reading composite by 11%, from BOY to EOY by providing personalized learning for all students with Lexia and through ongoing professional learning through PD and instructional coaching to all kindergarten teachers, including classroom observations and feedback on the implementation of the explicit phonemic awareness and phonics routines to reduce the percentage of students who are not at or above benchmark by the end of kindergarten.

2. Early Mathematics Goal (required)

By **May 26, 2023**, **Mountainville Academy** will maintain the percentage of students scoring at or above benchmark from BOY to EOY by providing ongoing professional learning through professional learning sessions and instructional coaching to all kindergarten teachers, including classroom observations and feedback on the implementation of effective Mathematical Teaching Practices focusing on representation and discourse to increase the percentage of students who are at or above benchmark by the end of kindergarten.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By **May 26, 2023**, **Mountainville Academy** will reduce the percentage of 3rd grade students scoring well below benchmark from BOY to EOY by 31% by providing students who are continuing to improve individualized instruction time with our Reading Specialist and 50-60 minutes of Lexia each week and also provide ongoing professional learning through Lexia PD and coaching to all K-3 teachers, including classroom observations and feedback on the use of Lexia to reduce the percentage of students who are Well Below Benchmark on the Acadience Reading composite by the end of 3rd grade.

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.