

EARLY LEARNING PLAN

2022-2023

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

LEA Name: Moab Charter School

Date of Expected Local Board Approval: August 16, 2022

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/1GsmMc88Gnk7-aO3K7OKGODi5ad_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](#))

- X Early Literacy Program Funds
DISTRICT ONLY - Matching 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 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)
Phonological Awareness	Journeys, Lexia/Core 5
Phonics	Journeys, Lexia/Core 5, Handwriting without Tears, Mountain Language
Fluency	Journeys, Lexia/Core 5, Mountain Language
Vocabulary	Journeys, Lexia/Core 5, Mountain Language
Comprehension	Journeys, Lexia/Core 5, Mountain Language
Oral Language	Journeys, Lexia/Core 5, Mountain Language
Writing	Journeys, Handwriting without Tears

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.*

<p>Screener(s): Acadience Reading</p>
<p>Diagnostic(s): <i>*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.</i> CORE Phonics, SanDiego Quick,</p>
<p>Progress Monitoring: <i>*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;</i> Acadience Reading</p>

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:

Tier 2 instruction will be given by a trained ELA paraeducator. The evidence-based curriculum used will be Phonics for Reading and Sound Partners. The intervention time will be based on grade and need. Groups will meet 4-5 days a week for 20-100 minutes during the week. Intervention groups last 6-9 weeks. Progress monitoring occurs 1x/week for students who are red, 2x/month for yellow, 2x/trimester for green and 1x/trimester for blue students. Teachers use the data from the progress monitoring to drive instruction grouping, pacing, and targeted assistance. Entry data used for interventions/Tier 2 instruction is primarily a score in the yellow. Exit criteria is to receive a score in the green on three consecutive progress monitors.

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

Tier 3 instruction will be given by a trained paraeducator. The evidence-based curriculum used will be Phonics for Reading, Sound Partners, eSolutions, and Lexia Lessons. The intervention time will be based on grade and need. Groups will meet 4-5 days a week for 20-100 minutes during the week. Intervention groups last 6-9 weeks. Progress monitoring occurs 1x/week for students who are red, 2x/month for yellow, 2x/trimester for green and 1x/trimester for blue students. Teachers use the data from the progress monitoring to drive instruction grouping, pacing, and targeted assistance. Entry data used for interventions/Tier 3 instruction is primarily a score in the red. Exit criteria is to receive a score in the yellow (or green) on three consecutive progress monitors.

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

Students' needs are evaluated based on their assessment data. The data show what is missing. Lessons will be delivered in small groups to target skill deficits.

SECTION B: EARLY MATHEMATICS

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

Moab Charter School employs the Everyday Mathematics program. Additionally, we use IXL, Rocket Math, and Mountain Math.

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.	Utilize evidence-based strategies of Everyday Math, IXL, Mountain Math. Strategies include: concrete real-life examples, repeated exposures to

	mathematical concepts and skills, frequent practice of basic computation skills, and use of multiple methods and problem solving strategies.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Implement evidence-based strategies of Everyday Math, IXL, Rocket Math, and Mountain Math to develop procedural fluency through frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
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.	Evidence-based strategies of Everyday Math, IXL, and Mountain Math will be used. The Everyday Mathematics curriculum emphasizes: Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts. Repeated exposures to mathematical concepts and skills to develop children’s ability to recall knowledge from long-term memory. Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises. And use of multiple methods of problem-solving strategies to foster true proficiency and accommodate different learning styles.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Evidence-based strategies of Everyday Math, IXL, and Mountain Math will be used to create a positive math classroom environment.

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.

Moab Charter School employs Acadience Math composite scores and individual skill scores when identifying students at risk of falling behind mathematical benchmarks for math intervention support. Additionally, we use the IXL Diagnostic assessments to identify target skills or gaps in students’ math skills. Instruction is planned to provide targeted instruction on skill deficiency.

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: The evidence-based curriculum differentiation and reteach will be implemented.

Tier 3 Intervention Program(s)/strategies: The evidence-based curriculum used will be IXL.

Briefly describe how you ensure intervention is aligned to students' needs? Students' needs are evaluated based on their assessment data. The data show what is missing. Lessons will be delivered in small groups to target skill deficits.

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 19, 2023 MCS will increase the percentage of 3rd grade students scoring at/above benchmark on Acadience Reading from BOY to EOY by % through implementation of our tier I instruction, reading intervention and special education model that focuses on targeted instruction at individual reading levels to maintain the percentage of students making typical or better progress throughout the academic year. Tier I instruction includes Journeys and Lexia/Core 5 programming. Additionally, Tier II instruction includes Sound Partners and Phonics for Reading. Furthermore, Tier III includes eSolutions, Lexia lessons, and mClass What Next lessons.

2. Early Mathematics Goal (required)

By May 19, 2023 MCS will through implementation of our tier I instruction, WIN and special education model that focuses on targeted instruction at individual math levels to maintain the percentage of students making typical or better progress throughout the academic year. Tier I instruction includes Everyday Math and IXL programming. Additionally, Tier II instruction from IXL and direct instruction on skill deficit. Furthermore, Tier III includes one-on-one targeted instruction on skill deficit.

3. Early Literacy or Mathematics Goal (required)

X Literacy Goal

Mathematics Goal

By May MCS will reduce the percentage of 1st grade students scoring well below on Acadience Reading composite from BOY to EOY by 47% by implementation of our intervention and special education model that focus on targeted instruction at individual reading levels to improve the percentage of students moving out of well-below.

These students will also receive 20-40 minutes a week using Lexia/Core 5 as supplemental instruction to support their literacy needs.

General Assurances: *Check the box below.*

X 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.