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| ***EARLY LEARNING PLAN 2022-2023*** |

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| **LEA Name: PINNACLE CANYON ACADEMY** |
| **Date of Expected Local Board Approval: August 23, 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&ouid=111364743146836537372&rtpof=true&sd=true***](https://docs.google.com/document/d/1GsmMc88Gnk7-aO3K7OKGODi5ad_0Y2Ti/edit?usp=sharing&ouid=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***](https://drive.google.com/file/d/1kkaN46xB40jJzMzfZ2f2hWbhlcJ-Q9UF/view?usp=sharing)*)*  **[X] Early Literacy Program Funds**  **DISTRICT ONLY - Matching Funds:**   |  |  |  | | --- | --- | --- | | **Program** | **Amount Matching** | **Levy** | | ☐ **Low Income Program** | $ |  | | ☐ **Guarantee Program** | $ |  | |
| **Submission of Early Learning Plan:** [**Pathways to Early Learning Program (ELP) Plan Submission and Approval**](https://docs.google.com/document/d/1hjoC-o__XGKmrT_6nRHzMiiR-ymu4noFUa4ZXJr2PEA/edit?usp=sharing)   * 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](https://utahgrants.utah.gov/ApplicantLogin4?username=null) **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](https://datagateway.schools.utah.gov/early-literacy/home) **no later than September 1st by 5 p.m.** |

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| ***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.*

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| **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** | Wonders, Imagine Learning K-3, Heggerty Phonemic Awareness |
| **Phonics** | Wonders, Imagine Learning K-3 |
| **Fluency** | Wonders, Imagine Learning K-3 |
| **Vocabulary** | Wonders, Imagine Learning K-3 |
| **Comprehension** | Wonders, Imagine Learning K-3 |
| **Oral Language** | Wonders, Imagine Learning K-3 |
| **Writing** | Wonders, Imagine Learning K-3 |

1. **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.*

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| **Screener(s):**  Acadience Reading |
| **Diagnostic(s**):  University of Utah Reading Clinic Steps Program Reading Level Assessment, ESGI using Wonders assessments, PAST diagnostic |
| **Progress Monitoring:**  Acadience Reading Progress Monitoring per recommended schedule |

1. **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.*

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| **Tier 2 Evidence-based Curriculum Program(s) and/or strategies:**  University of Utah Reading Clinic’s Early Steps, Next Steps and Higher Steps program taught in small groups of no more than five students during a 45-minute intervention block. Teacher directed small group ELA centers in the classroom using Fundations, University of Florida and other evidenced-based activities. |
| **Tier 3 Evidence-based Curriculum Program(s) and/or strategies:**  Classroom aides work with students one-on-one under the direction of the classroom teachers for increased Tier 3 support. Students who are not making adequate growth, according to the above-mentioned data in Tier 2 reading interventions, are provided additional support in Tier 3 groupings during the last hour of the school day using additional programs such as Anita Archer Phonics and University of Florida, Adams Phonemic Awareness, Read Naturally, and/or 95% Group. |
| **Briefly describe how you ensure intervention is aligned to students’ needs?**  Students are grouped by ability levels as determined by data to maximize their learning. The reading specialist and reading intervention team collaborate with classroom teachers to determine Tier 2 intervention groups as dictated by student data. |

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| ***SECTION B: EARLY MATHEMATICS*** |

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

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| envision Math (Savvas) and Dream Box (EISP math grant) |

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

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| **Mathematical Components** | **Evidence-based Strategies** |
| **Conceptual Understanding:** the comprehension and connection of  concepts, operations, and relations. | To support conceptual understanding, Savvas enVision Math infuses instruction with problem-based learning, direct instruction, visual learning, high level, question-driven classroom conversations. |
| **Procedural Fluency:** the meaningful, flexible, accurate, and efficient use  of procedures to solve problems. | In daily lesson planning, Savvas enVision Math includes concrete and pictorial representations, place-value concepts and properties to increase fluency, guided practice, and independent practice. |
| **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. | Savvas enVision Math identifies “Thinking Habits questions” for each math practice as well as a Visual learning bridge example to model the needed thinking. Teachers will incorporate questioning strategies to promote critical thinking and to increase student capacity to solve mathematical problems. |
| **Productive Disposition:** the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics. | Teachers attended the Savvas enVision Math training to prepare them to use the curriculum effectively. Teachers and aides will address mindset and positive attitude to encourage engagement in math learning and increased math relevance. |

1. **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.**

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| Teachers will utilize Acadience Math benchmarks and progress monitoring to determine gaps in student learning as well as assessments in the EnVision Math curriculum. These data will be analyzed and discussed in weekly elementary data meetings led by the PLC leader. Teachers will analyze student assessment data to determine where student learning deficits are and determine a plan of action to support those students in Tier 2 and Tier 3 interventions as determined by student data. Students in third grade will use DreamBox with fidelity to increase their math skills. |

1. **List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.**

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| **Tier 2 Intervention Program(s)/strategies:**  Students who don’t make sufficient progress with Tier 1 instruction in enVision Mathematics will receive 20 minutes of Tier 2 intervention daily in small groups taught by the classroom teacher and/or trained paraprofessional that includes explicit teaching, reteaching, modeling, questioning along with guided practice. Teachers will access enVision Mathematics data as well as progress monitoring in Acadience Math to determine if the child has made sufficient progress. Once a student maintains 80% accuracy in Tier 2 based on progress monitoring in Acadience Math and achievement in enVision Math, they will be released from those interventions to return to Tier 1 instruction. |
| **Tier 3 Intervention Program(s)/strategies:**  Pinnacle has hired a teacher to direct Tier 3 math interventions. This teacher will coordinate all Tier 3 math interventions using best instructional practices to help students achieve including math manipulatives, hands-on math activities to build skills in the four mathematical components. Tier 3 interventions will use both enVision Math and Acadience Math data and curriculum to drive interventions. Other math resources as provided by the State will also be included as needed in Tier 3 interventions. Students will participate in Tier 3 math interventions based on student data collected and analyzed by the teacher. Tier 3 instruction will include explicit teaching, guided practice, independent practice, modeling, questioning, small groups and 1:1 instruction, auditory, kinesthetic and visual learning, advanced organizers, scaffolding, think aloud, vocabulary, examples and manipulatives. Once a student maintains 80% accuracy and achievement in Tier 3 as determined by progress monitoring in Acadience Math and achievement in enVision Math, they will be assessed and determined if they need to move to Tier 2 interventions or back to Tier 1 instruction. |
| **Briefly describe how you ensure intervention is aligned to students’ needs?**  Based on classroom data and Acadience screener data, teachers in collaboration with the math specialist will determine students who need Tier 2 and Tier 3 interventions. |

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| ***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**](https://youtu.be/NdTbXml-6iI) **and** [**Writing Goals**](https://youtu.be/jbZfznf3O5k)

**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)***

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| **By May 31, 2023, Pinnacle Canyon Academy will increase the percentage of at or above benchmark for first grade students on Nonsense Word Fluency (NWF-CLS) by 5%** by **using Wonders curriculum with fidelity in the classroom, Imagine Learning as part of the EISP grant, small group targeted instruction in Fundations during ELA centers, and the University of Utah Reading Clinic’s Steps Program in a 45-minute intervention block to increase literacy skills and proficiency in nonsense word fluency (NWF-CLS) for first grade students.** |

1. **Early Mathematics Goal *(required)***

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| **By May 31, 2023, Pinnacle Canyon Academy will increase the percentage of kindergarten students scoring at or above benchmark in Number Identification Fluency from BOY to EOY by 4% by using enVision math curriculum with fidelity, small group targeted instruction during centers and enVision math intervention strategies during a 30 minute math intervention block to increase proficiency in the number identification fluency of those students who scored below benchmark at BOY.** |

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

[X] Literacy Goal ☐ Mathematics Goal

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| **By May 31, 2023, Pinnacle Canyon Academy will increase the percentage of third grade students in Oral Reading Fluency (Accuracy) at or above benchmark by 12% by using Wonders curriculum with fidelity in the classroom, Imagine Learning as part of the EISP grant, small group targeted instruction during ELA centers, and the University of Utah Reading Clinic’s Steps Program in a 45-minute intervention block to increase literacy skills and proficiency in Oral Reading Fluency (Accuracy) for third grade students.** |

**General Assurances: *Check the box below*.**

[X] The LEA assures that it is in compliance with State Code [53F-2-503](https://le.utah.gov/xcode/Title53f/Chapter2/53f-2-S503.html#:~:text=Early%20Literacy%20Program%20%2D%2D%20Literacy%20proficiency%20plan.,-(1)&text=For%20a%20school%20district%20or,plan%20from%20the%20state%20board.), [53E-4-307.5](https://le.utah.gov/xcode/Title53E/Chapter4/53E-4-S307.5.html), [53G-7-218](https://le.utah.gov/xcode/Title53G/Chapter7/53G-7-S218.html), [53E-3-521](https://le.utah.gov/xcode/Title53E/Chapter3/53E-3-S521.html#:~:text=Requirements%20for%20early%20mathematics%20plan.,-The%20state%20board&text=establish%20a%20state%2Dwide%20target,%2D7%2D218%20regarding%20mathematics.) and Utah Board Rule [R277-406](https://www.schools.utah.gov/file/955be222-447e-49d8-b72a-022925479181) 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.