EARLY LEARNING PLAN 2022-2023

LEA Name: Granite School District

Date of Expected Local Board Approval:

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*

- *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
X **Low Income Program**	$2,051,672.33	Board Local Levy
X **Guarantee Program**	$1,814,592.57	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 **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	Wonders and Heggerty
Phonics	Wonders, ECRI, 95% Multisyllabic Routines
Fluency	Wonders, 6 Minute Solution
Vocabulary	Wonders
Comprehension	Wonders
Oral Language	Wonders
Writing	Wonders, Step Up to Writing

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.*   CORE Phonics, Wonders Phonics Survey, PAST, Heggerty
Progress Monitoring: **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.*   Acadience Reading

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:
• ECRI and Phonics2.0 Modules

Explicit phonics and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitor every 2-4 weeks

3 Evidence-based Curriculum Program(s) and/or strategies:
• Early Interventions in Reading
• Reading Mastery
• Language for Learning, Language for Writing, and Language for Thinking
• Barton
• Wilson

Explicit phonemic awareness and phonics instruction in small groups with the reading specialist daily for 45 minutes and progress monitor every 1-2 weeks

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

Based on the outcomes of the diagnostic assessment given for each student, we assign an intervention program that meets the specific skill deficits.

SECTION B: EARLY MATHEMATICS

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

• i-Ready Classroom Mathematics

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-Ready Classroom Mathematics • Building Fact Fluency (G. Fletcher) • Beaded Number Line (N. Newton) • ST Math The above resources and strategies provide a means for students to develop an integrated and functional grasp of mathematical ideas. They provide a way for students to know more than isolated facts and methods. Students learn why a mathematical idea is important and the kinds of contexts in which is it useful.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	• I-Ready Classroom Mathematics • I-Ready Personal Learning • Building Fact Fluency (G. Fletcher) • Number Talks (S. Parrish) • Fluency through Flexibility (C. Thondevold) • Math Fact Fluency (J. Bay-Williams)

	The above resources and strategies allow students to develop the skills to carry out mathematical procedures flexibly, accurately, efficiently, and appropriately. Students will be able to transfer procedures to different problems and contexts; and recognize when one strategy is more appropriate than another.
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-Ready Classroom Mathematics • Building Fact Fluency (G. Fletcher) • Putting the Practices into Action (S. O'Connell) • Math Investigation Centers (Granite School District) • Standards for Mathematical Practices (NCTM) • 5 Practices for Orchestrating Productive Mathematics Discussion (NCTM) • Proficiency Based Learning (Granite School District) • 3-Act Tasks (G. Fletcher) The above resources and strategies provide a way for students to not only come up with several approaches to a non-routine problem, but to be able to choose flexibly among different methods to suit the demands of the problem and the situation in which it is posed. They will also develop the capacity to think logically about the relationships among concepts and situations.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	• I-Ready Classroom Mathematics • Mathematical Mind Sets (J. Boaler) • Standards for Mathematical Practices (NCTM) • Proficiency Based Learning (Granite School District) • 3-Act Tasks (G. Fletcher) • Math Investigation Centers (Granite School District) The above resources and strategies help students develop the ability to make sense of mathematics and to perceive it as both useful and worthwhile. Students also develop the understanding that they are an effective learner and doer of mathematics.

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 Mathematics Benchmarks
- Acadience Mathematics Progress Monitoring
- i-Ready Diagnostic Assessment
- Granite School District Benchmarks (Semester, Quarterly, Standard)
- Common Formative Assessments
- KEEP Kindergarten Assessment
- RISE testing 3rd Grade
- RISE Benchmarks
- Teacher created formative assessments (Proficiency Based Learning)

- USBE Formative Assessments
- GSD Math Decision Tree
- Learning Progressions for Early Numeracy Concepts and Number Relationships
- Math Investigation Centers
- Mathematics Core Guides (USBE)

The assessments listed above help teachers determine if a student is proficient on math core standards. Students that are proficient are given the opportunity to extend their mathematical understanding of mathematical standards. If students are below proficient, the GSD Math Decision Tree outlines appropriate interventions to support their learning.

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:

Programs:
- i-Ready Classroom Mathematics
- Building Fact Fluency (G. Fletcher)
- Imagine Math
- ST Math
- i-Ready Personal Learning

Strategies:
- Manipulatives
- Multiple Representations
- Verbalize Thought Processes
- Schema Instruction
- Metacognitive Strategies
- Fact Retrieval
- Peer-assisted Instruction
- Ongoing Formative Assessment
- Explicit Instruction

Some students may need supplemental instruction and support that is systematically aligned with focused grade-level core standards. Strategic interventions would be designed using the above programs and strategies to make further connections of student understandings already developed during Tier 1 instruction. Tier 2 instruction would be provided by the classroom teacher or student support team. Acadience Math cut scores for below and well below will be used to identify students needing Tier 2 supports and as exit criteria for this additional support.

Tier 3 Intervention Program(s)/strategies:
Programs:
- i-Ready Classroom Mathematics
- Building Fact Fluency (G. Fletcher)
- Imagine Math
- ST Math
- i-Ready Personal Learning

Strategies:
- Manipulatives

- Multiple Representations
- Verbalize Thought Processes
- Schema Instruction
- Metacognitive Strategies
- Fact Retrieval
- Peer-assisted Instruction
- Ongoing Formative Assessment
- Explicit Instruction
- One-on-one Student Support

Only a few students may need more intensive, individually responsive instruction than provided in Tier 2 instruction. Tier 3 instruction is focused on grade-level standards, which may include pre-requisite skills as needed. It is frequent and ongoing, but not permanent, based on monitoring of student progress. Tier 3 instruction is provided by the student support team and the classroom teacher. Acadience Math cut scores for below and well below will be used to identify students needing Tier 3 supports and as exit criteria for this additional support.

Briefly describe how you ensure intervention is aligned to students' needs?
Based on the outcomes of the Acadience Benchmark, Acadience Progress Monitoring, and the i-Ready Diagnostic Assessment given to each student, interventions will be assigned to meet the specific 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: <u>Analyzing Data and Identifying Areas of Need</u> and <u>Writing Goals</u>

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 June 2, 2023 Granite School District will increase the percentage of kindergarten students at or above benchmark on the Acadience Reading composite from BOY to EOY by 21% by providing professional learning through PD and instructional coaching to kindergarten teachers. This will include instruction on phonemic awareness instruction and phonics routines along with classroom observations providing teachers feedback on their implementation of explicit phonemic awareness instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of kindergarten.

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

By June 2, 2023, *Granite School District* will increase the percentage of 1st grade students who are scoring at or above benchmark on Acadience Math composite from BOY to EOY by 4% by providing ongoing professional learning with all 1st grade teachers on Tier 1 instruction to develop a strong foundation in procedural fluency by increasing students' flexibility, accuracy, and efficiency in solving problems.

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

X Literacy Goal   ☐ Mathematics Goal

By June 2, 2023 Granite School District will increase the percentage of 1st grade students at or above benchmark on the Acadience Reading composite from BOY to EOY by 14% by providing ongoing professional learning through PD and instructional coaching to 1st grade teachers. This will include instruction on the Phonics Template and routines along with classroom observations providing teachers feedback on their implementation of explicit phonics instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of first grade.

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.