

EARLY LEARNING PLAN 2022-2023

LEA Name: Walden School of Liberal Arts

Date of Expected Local Board Approval: August 17, 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](#))

☒ 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](#)

- 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	Montessori Curriculum, Imagine Learning software, Heggerty and K-Pals
Phonics	Montessori Curriculum, K-Pals, and Imagine Learning software.
Fluency	Montessori Curriculum and Imagine Learning software.
Vocabulary	Montessori Curriculum and Imagine Learning software.
Comprehension	Montessori Curriculum
Oral Language	Montessori Curriculum
Writing	Montessori Curriculum and Writers' Workshop

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

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.*

[Acadience Reading Diagnostic](#)

Imagine Learning Diagnostic

Progress Monitoring:

**SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;*

Acadience

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: Tier 2 interventions are provided using expanded Montessori curriculum, K-pals, Hegerty, and Amira software (implemented for the first time this year).

Tier 3 Evidence-based Curriculum Program(s) and/or strategies: Tier 3 interventions are using expanded Montessori curriculum, K-pals, Hegerty, and Amira software (implemented for the first time this year) . **This year, we will be evaluating some of these tools for the first time and will research additional resources as needed.**

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

Aligning instruction and intervention to the unique needs of each student is at the heart of Walden's approach to instruction and learning. Through informal assessments such as teacher observation and classroom assessments, and standardized formal assessments such as the Acadience tools, each student's needs become more evident and provide the data needed to design and adjust individual learning and intervention plans. At Walden, we also include the student's input as they become aware and able to help guide their own learning path.

SECTION B: EARLY MATHEMATICS

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

The evidence-based curriculum used at Walden is heavily embedded in the Montessori Math materials and sequence. The math materials are some of the most conceptually beautiful and logically sequenced materials available for the teaching of mathematics. However, the materials do not work on their own. They require well trained and knowledgeable adults to guide children through the sequence that includes both direct instruction and discovery activities. The Montessori Method is over 100 years old. In the century the method has existed, many myths and misconceptions have arisen, but the fundamental principles of learning on which it is based are grounded in research. Specifically, eight foundational research-based concepts can be seen as providing the basis of the method and establishing an environment in which the logical mathematical mind can optimally grow:

- Movement and cognition are intertwined. Young children learn best when they are free to move within the learning environment.
- Choice and a sense of personal autonomy contribute positively to the process of learning.

- An understanding of child development in general and a knowledge of each child as a unique individual are both critical if the teacher is going to effectively create learning opportunities that engage each child in the learning process.
- Intrinsic motivation is preferable to external rewards and motivators (which are, at best, transient and often negatively impact learning in the long run).
- Learning from and with peers is an effective and meaningful learning strategy.
- Learning situated in meaningful and relevant contexts is typically richer and deeper than learning in abstract contexts.
- The level of a teacher's approachability and warmth of interaction is important in creating a safe learning environment.
- Order and in the environment assist in the development of order in brain development.

Recognizing that these are high expectations for even the most experienced teachers, Walden has established a system in which teachers are helped to integrate the Montessori method with the state core standards and to incorporate supplemental materials where needed to assure that all state standards are adequately met.

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.	The Montessori Math curriculum used at Walden for grades K-3 is grounded in a wealth of enticing manipulatives that cultivate mathematical play and exploration thus encouraging the development of mathematical intuition, comprehension, and relations. For example, students are shown the standard algorithm for the four operations through multiple different materials, but they are also encouraged to play with and explore several other algorithms and concepts. This year, we are providing PD and support for all K-3 teachers in implementing number talks.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Our Montessori Math curriculum focuses on building a foundation of conceptual understanding, strategic reasoning, and problem solving prior to working on procedural fluency in kindergarten. While kindergarten students will begin to memorize some math facts, the emphasis for fluency begins in 1st grade and continues through the elementary grades. Through manipulative materials and online programs such as Imagine Math, procedural fluency extends students' computational fluency and aptitudes in all strands of mathematics. Personal timed tests allow students to track their own progress and provide data teachers can incorporate in their observations and instructional planning. This year, we are providing PD and support for all K-3 teachers in implementing number talks.
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.	Montessori math manipulatives are exemplary at increasing student's abilities to formulate, represent and solve mathematical problems. From beads that are used as one to one correlates of the decimal system, to complex abstract algebraic and geometric representations, students build upon their strategic and adaptive mathematical thinking in a developmentally progressive system of experiences. This year, we are providing PD and support for all K-3 teachers in implementing number talks.

Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	We recognize that mathematical dispositions are formed early and heavily influenced by teacher and parental attitudes. We are asking our instructional coaches and mentors to set goals and support positive outcomes for math dispositions among teachers and through parent education events. This year, we are providing PD and support for all K-3 teachers in implementing number talks.
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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.

For a few years, we have been using the Acadience math screener. We created our in-house progress monitoring tool that is based on the model developed by Acadience but is similar to the Acadience literacy model for progress monitoring. We have also been using our own diagnostic tool kit that is developed from a variety of sources but we are very open to adopting tools recommended by the state.

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

Tier 2: Tier 2 Montessori hands-on, concept-based materials

Tier 3: Tier 3 Montessori hands-on, concept-based materials in the commons area. Additional strategies are employed as needed, such as Everyday Math, strategies learned during professional development, and Midas classes.

Briefly describe how you ensure intervention is aligned to students' needs? Aligning instruction and intervention to the unique needs of each student is at the heart of Walden's approach to instruction and learning. Through informal assessments such as teacher observation and classroom assessments, and standardized formal assessments such as the Acadience tools, each student's needs become more evident and provide the data needed to design and adjust individual learning and intervention plans. At Walden, we also include the student's input as they become aware and able to help guide their own learning path.

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 the end of school year 2022-23, kindergarten teachers, literacy specialists, and administration will maintain nonsense word fluency scores from middle of year to EOY for kindergarten students by implementing visual phonics, Hegerty and K-Pals curriculum, increasing Tier 2 interventions including direct instruction phonemic awareness and phonics, by increasing time for Tier 3 interventions, participating in PD to increase effectiveness of student

time on Imagine Learning by understanding and using data more efficiently, and providing independent follow up activities for student work time in order to increase effectiveness of instructional time in class to provide a solid foundation for future literacy development.

2. Early Mathematics Goal *(required)*

By the end of school year 2022-23, 3rd grade teachers, math specialists, and administration will maintain the percentage of third grade students scoring at or above benchmark on Acadience Math Computation from BOY to EOY by incorporating individualized task curriculum goals, by increasing Tier 2 fluency interventions; by increasing time for Tier 3 interventions, use of Imagine Math digital tools, providing PD and coaching for teachers to increase effectiveness of student learning and using data more efficiently, providing highly effective manipulatives and follow-up activities for student work time to increase students' computational skills and sense of mathematical productive disposition.

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



Literacy Goal



Mathematics Goal

By May 31, 2023, Walden 2nd grade teachers and literacy team will reduce the percentage of 2nd grade students who score well below benchmark on Acadience DORF Fluency from BOY-EOY by 27% by implementing DYAD reading, increasing Imagine Learning engagement, by increasing Tier 2 fluency interventions, by increasing time for Tier 3 interventions, providing PD and coaching for teachers to increase effectiveness of student learning and using data more efficiently, providing highly engaging texts and follow-up activities for student work time in order to improve fluency and increase students' motivation and desire to read.

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.