



## EARLY LEARNING PLAN 2023-2024

**LEA Name:** Wasatch Waldorf Charter

**Date of Expected Local Board Approval:** August 30, 2023

**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/1TB91xNYFzQs-t5cO1sPhmjz5Pmcehr0I/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:**

Program	Amount Matching	Levy Type
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> 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](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](#) **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)	
	General Education	Special Education
<b>Phonological Awareness</b>	Heggerty, LETRS	SIPPS - 4th Edition
<b>Phonics</b>	LETRS trained teachers and Waldorf Curriculum	SIPPS - 4th Edition
<b>Fluency</b>	LETRS trained teachers and Waldorf Curriculum	SIPPS - 4TH Edition , Read Naturally, Lexia Core-5, Ascend
<b>Vocabulary</b>	LETRS trained teachers and Waldorf Curriculum	SIPPS - 4th Edition, Rewards, Lexia Core-5, Ascend
<b>Comprehension</b>	LETRS trained teachers and Waldorf Curriculum	Read Naturally, Lexia Core-5

<b>Oral Language</b>	Waldorf Curriculum	SIPPS - 4th Edition, Ascend
<b>Writing</b>	Waldorf Curriculum	SIPPS - 4th Edition, Ascend, Rewards

## 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.*

<b> Screener(s):</b> Acadience Reading
<b>Diagnostic(s):</b> Quick Phonics Survey, PAST, SIPPS Placement Assessment <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>
<b>Progress Monitoring:</b> Acadience Reading <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>

## 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:** SIPPS 4th edition Curriculum and Lexia Core 5 Explicit phonological awareness, phonics, vocabulary, and fluency instruction in small groups with a reading specialist two days a week for 45 minutes.

**Tier 3 Evidence-based Curriculum Program(s) and/or strategies:** SIPPS 4th edition and Lexia Core 5  
Explicit phonological awareness, phonics, vocabulary, and fluency instruction in small groups with literacy specialist  
2-3 days a week for 45 minutes.

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

Diagnostic assessment results will be analyzed in order to best group students. Instruction will be tailored to target specific skill gaps based on these assessments. All teachers will also engage in formative assessments throughout the year in order to continue to adjust and align instruction as needed to best meet students' needs.

## SECTION B: EARLY MATHEMATICS

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

Teachers deliver lessons daily from the Waldorf curriculum, which dives into intensive math units that are standards aligned and rigorous. Also, teachers use a mix of tasks, lessons, and games from Open Up Resources during math practice periods.

Additionally, teachers have access to and use activities from: San Francisco Unified School District, Georgia Standards of Excellence curriculum, and EngageNY curricula; Building Math Minds, Graham Fletcher's Building Fact Fluency progressions; Steve Wyborne's number sense routines; and Number Talks from *Number Talks* (Parrish) and *Number Sense Routines* (Shumway). Teachers use Khan Academy for remote learning and differentiation as needed.

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

Mathematical Components	Evidence-based Strategies
<b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.	<ul style="list-style-type: none"> <li>- Number talks</li> <li>- Use of high quality tasks in daily instruction, primarily from Open Up Resources</li> <li>- Waldorf Curriculum</li> </ul>
<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<ul style="list-style-type: none"> <li>- Number talks</li> <li>- Inclusion of Building Fact Fluency kit games, image talks, anchor tasks, etc in weekly lessons</li> <li>- Games and tasks from Open Up Resources</li> <li>- Waldorf Curriculum</li> </ul>
<b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the	<ul style="list-style-type: none"> <li>- Inclusion of high quality tasks in daily math work from Open Up Resources curriculum</li> <li>- Waldorf Curriculum</li> <li>- Emphasis in instruction on modeling, manipulative use, and student discussion of work</li> </ul>

logic used to arrive at the solution.	
<b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	<ul style="list-style-type: none"> <li>- Applicable and real world tasks from high quality curriculum/curricula</li> <li>- Ongoing instructional coaching, including co-teaching, feedback cycles, lesson studies, etc.</li> </ul>

**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.**

Wasatch Waldorf Charter School administers the benchmark Acadience assessments BOY, MOY, and EOY; teachers will analyze the data to identify strands of standards that may require more focused tier 1/core instruction, as well as to identify students who may need further specific and/or interventive instruction on particular standards. With a combination of daily high quality instruction and group task work that is standards aligned and rigorous, as well as number talks to increase overall fluency and strategic mathematical thinking, students will have access to all grade level standards. Based on teacher monitoring and in-class formative assessments, as well as diagnostic needs identified by the Acadience testing, students will have access to intervention in/out of class to bolster particular skills and mindsets.

**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:**

Interventionists and teachers will use tools and resources such as: Open Up Resources centers and tasks, Graham Fletcher's progressions and Building Fact Fluency kit, Georgia Standards of Excellence intervention activities, Building Math Minds number sense activities, and other high quality number sense games, routines, and activities pulled from Shumway's book *Number Sense Routines*.

**Tier 3 Intervention Program(s)/strategies:**

Interventionists will use similar tools as other classroom teachers (see Tier 2 tools and resources listed).

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

Intervention instruction and grouping will be designed to support specific skills for specific students based on diagnostic and formative assessments. Teachers will continue to provide in-class formative assessment and feedback to students throughout the year to meet students' needs and/or identify students who may need further intervention support or those who have progressed and no longer need additional support.

## 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 31st 2024, Wasatch Waldorf Charter will increase the percentage of first grade students at or above benchmark on Acadience Reading Nonsense Word Fluency Whole Words Read from BOY to EOY by 13% by providing first grade teachers with ongoing professional development in LETRS and mentoring on explicit instruction in phonemic awareness and phonics to increase first grade students' foundational literacy skills.

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

By May 31st 2024, Wasatch Waldorf Charter will maintain first grade students scoring at or above proficiency for Acadience's Math sub measure missing number fluency from BOY to EOY by providing first grade teachers with ongoing professional development in number talks and mentoring on explicit instruction in procedural fluency skills to increase first grade students' foundational mathematical skills.

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

☒ Literacy Goal

☐ Mathematics Goal

By May 31st 2024, Wasatch Waldorf Charter will increase the percentage of second grade students on Acadience's sub measure, Oral Reading Fluency, from BOY to EOY by 13% by providing targeted, evidence-based interventions that align to students' diagnostic needs as measured by the PAST and Quick Phonics Survey in order to address specific skill gaps and improve reading outcomes for students who are scoring below benchmark in Acadience Reading.

**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.