



**EARLY LEARNING PLAN 2024-2025**

**LEA Name: Ogden Preparatory Academy**

**Date of Expected Local Board Approval:** August 15, 2024

- Submission of Early Learning Plan:**
- Submission on or before August 1st: For ELP **approval**, submit the following to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) **by August 1st.**
    - ELP Plan as a WORD document
  - Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
  - All Revisions submitted **no later than September 1st by 5 p.m.**

**SECTION A: EARLY LITERACY**

**List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.**

*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-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)

**\*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.

\*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist Strong and Moderate Evidence Criteria](#)

<b>Core program(s) with year published/edition</b>	<b>Intervention program(s) with year published/edition or evidence-based strategies</b>
<ul style="list-style-type: none"> <li>- Wonders (2023)</li> <li>- 95% (1st Edition) Core Phonics Program</li> </ul>	

- SPIRE (4th Edition)
- Tier 3 Grades K-2 - UFLI Foundations: An Explicit and Systematic Phonics Program (1st Edition)
- Tier 3 Grade 3 - Read 180 (2022)

## SECTION B: EARLY MATHEMATICS

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

Core program(s)	Intervention program(s) and/or strategies
<ul style="list-style-type: none"> <li>- Ready Mathematics</li> <li>- Building Math Fact Fluency Kits: Addition and Subtraction Kit (Grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>- i-Ready intervention materials</li> <li>- Number Talks</li> <li>- Off-level Ready Math materials and progress monitoring</li> <li>- Building Fact Fluency</li> <li>- Utah Mathematics Core Guides</li> </ul>

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

Mathematical Components	Evidence-based Strategies
<p><b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.</p>	<ul style="list-style-type: none"> <li>- i-Ready resources for Language Development and Discourse Support: use of sentence frames, establish a math vocabulary routine (with access to cognates when needed), Try-Discuss-Connect framework</li> <li>- Evidence-based strategies: Build multi-dimensional understanding using rich tasks, problem-solving, discourse, and multiple representations;</li> </ul>
<p><b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<ul style="list-style-type: none"> <li>- Strategy - based games: i-Ready center games and activities, Building Conceptual Understanding and Fluency Through Games</li> <li>- 3 - act tasks</li> </ul>
<p><b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems</p>	<ul style="list-style-type: none"> <li>- The Standards for Mathematical Practice (SMP) are embedded in the instructional design of Ready Math, blending the content and practice for students to</li> </ul>

<p>with the capacity to justify the logic used to arrive at the solution.</p>	<p>continuously engage to develop habits of mathematical habits</p> <ul style="list-style-type: none"> <li>- i-Ready's Math in Action lessons provides targeted math opportunities for students to apply the SMPs</li> <li>- Teaching metacognitive strategies while engaging in the problem-solving process: e.g. self-monitoring checklist</li> </ul>
<p><b>Productive Disposition:</b> the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<ul style="list-style-type: none"> <li>- Evidence - based strategy: goal setting</li> </ul>

## SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy 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 Mathematics Goal *(required)*

By **June 1, 2025**, **OPA 2nd Grade Elementary Teachers**, will increase the percentage of students by **4% scoring At or Above Benchmark on the Acadience Math Computation measurement at EOY** by continued implementation of the Ready Math curriculum for core instruction for all students, student use of i-Ready personalized lessons, use Acadience Math's progress monitoring for computation at least monthly, continued use of i-Ready diagnostic data in scheduled bi-weekly CTT meetings in order to analyze the data to **increase the percentage of students scoring At or Above Benchmark in computation.**

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

Literacy Goal

Mathematics Goal

By **June 1, 2025**, **OPA 1st Grade Elementary Teachers**, will increase the percentage of students by **4% scoring At or Above Benchmark on the Acadience Math Computation measurement at EOY** by continued implementation of the Ready Math curriculum for core instruction for all students, student use of i-Ready personalized lessons, use Acadience Math's progress monitoring for computation at least monthly, continued use of i-Ready diagnostic data in scheduled bi-weekly CTT meetings in order to analyze the data to **increase the percentage of students scoring At or Above Benchmark in computation.**

General Assurances: *Check the boxes below.*

✓ The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

✓ The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

✓ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

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 corrective action.