EARLY LEARNING PLAN 2021-2022

LEA Name: Ignite Entrepreneurship Academy

Date of Expected Local Board Approval: July 13ᵗʰ 2021

Directions:
- *To support LEAs in successful completion of this plan, a Look Forms Document has been created and can be found here: https://drive.google.com/file/d/1UPrrElZJrXX73aotjbFWh-icRtqUfqC-/view?usp=sharing*

- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

Funds Being Applied for: *Check all that apply.*

X   Early Literacy Program Funds
DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
☐ **Low Income Program**	$	
☐ **Guarantee Program**	$ 0	

X **PreK-3 Professional Learning Funds**

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 your plan as a <u>WORD</u> document to earlylearning@schools.utah.gov **by August 1st.**
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page https://datagateway.schools.utah.gov/ **no later than September 1st by 5 p.m.**

Submission of Professional Learning Grant Budget:
- Submit the Professional Learning Grant budget in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**

*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.

SECTION A: EARLY LITERACY

1. List **core instruction** (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	10-15 min 60 min	Daily	K-2	**Montessori Skill Based Language Curriculum** - Pink, Blue, Green (PBG) reading series **Lexia Core 5 (Blended Learning Platform)**
Phonics	30-40 min	Daily	K-3	**Montessori Skill Based Language Curriculum** - Pink, Blue, Green (PBG) reading series
Fluency	10-15 min	Daily	1-3	**Reading Wonders**
Vocabulary	30-40 min	Daily	K-3	**Reading Wonders**
Comprehension	20-30 min	Daily	K-3	**Reading Wonders**
Oral Language	Strategically embedded throughout	Daily	K-3	**Montessori Language Curriculum**
Writing	20-60 min	Daily	K-3	**Step Up to Writing**

2. **In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

Ignite Entrepreneurship Academy (IEA) will use assessment data to drive instruction to meet individual, group, and school wide literacy goals. Data will be used to systematically apply specific core (TIER 1) instruction and design targeted intervention in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing.

IEA will continue working to draw data from a variety of sources regarding student literacy skills and needs. The sources being implemented and used are as follows:
1) Acadience Reading (Dynamic Measuring Group) - The Acadience reading assessment will be administered to students in grades K-3 three times annually to assess the acquisition of student's early literacy skills.
2) Lexia- Students in grades K-3 will use this blended learning platform to enhance and improve their language skills at home and at school through adaptive assessment and personalized instruction.

3) The KEEP assessment for kindergarten will be administered at the beginning and end of the school year. The KEEP provides insights into current levels of academic and social and emotional performance upon entry and exit of kindergarten. It identifies effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.

4) RISE- Results for grade 3 in reading will be used to evaluate the student progress and proficiency levels regarding grade-level literacy standards.

5) S.P.I.R.E for Tier groups 2 & 3 has a diagnostic assessment given to students that are struggling in reading. The assessment places students at appropriate reading levels to maximize and improve each students' reading ability.

6) The Academic Excellence Committee (AEC) will meet quarterly to review placement and progress data of students needing or receiving TIER 2 and TIER 3 intervention. Students exit from TIER 2 intervention when their next Acadience Reading benchmark data indicates growth beyond the 40th percentile and their progress monitoring chart indicates growth is above the trend for at least 4 consecutive weeks.

3. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

Tier 2: Ignite Entrepreneurship Academy (IEA) will use a combination of intensive reading therapy and a Multi-Tiered System of Support (MTSS) to provide Tier 2 and Tier 3 inventions. MTSS will be used to establish a seamless connection between a viable, standards-aligned curriculum and researched-based instructional practices. Each tier will be used to match the level of instruction students need to their level of support. Small group instruction is provided to all students to deepen their understanding of specific content during daily core work cycles. Work Cycles are done in the morning. (Tier 2/Tier 3) Enrichment and support time will be given in our Flight to Foundations Program through uninterrupted, extended literacy blocks. During this time there will be opportunities for small group instruction as needed for struggling readers to have extended time and practice. Students' growth will be monitored and instructional placements will be adjusted if students do not make adequate progress.

All students at IEA, will receive core literacy instruction as their foundation for learning. Those students at-risk for academic failure on the basis of their performance on benchmark assessments will be provided supplemental support. Tier 2 interventions will occur outside of the time dedicated to core instruction by:
- **Who teaches it?** General education teacher, co teacher, literacy coach, intervention specialist
- **What evidence-based curriculum is used?** SPIRE, Lexia Core 5, and skill based Montessori curriculum.
- **What is the duration of the intervention and how many days per week?** Interventions will take place in groups of 5-8 students, 3-5 days per week, for 30 minutes.
- **What does progress monitoring look like and how do teachers use this data to inform their instruction?** Teacher will monitor progress using Acadience Reading Progress Monitoring. Students that fall below will be progress monitored monthly, and students that fall well below will be progress monitored weekly. Teachers will use this data to provide targeted instruction.
- **What is the entry and exit criteria used?** Entry will be determined by benchmark assessment scores. Exit will be determined by students meeting their proficiency goal as recorded in 4-6 consistent data points.

Tier 3: Tier 3 interventions will also occur outside of core instruction. Tier 3 is more intense ready therapy that focuses on remediation of skills for a longer duration of time both in length and intervention.
- **Who teaches it?** Intervention specialist, content specialist, or special education teacher

- **What evidence-based curriculum is used?** SPIRE, Lexia Core 5, and skill based Montessori curriculum
- **What is the duration of the intervention and how many days per week?** Interventions will take place in groups of 1-3 students, 45-120 minutes, 5 days a week, or depending on the students specific need.
- **What does progress monitoring look like and how do teachers use this data to inform their instruction?** Teacher will monitor progress using Acadience Reading Progress Monitoring. Students that fall below will be progress monitored monthly, and students that fall well below will be progress monitored weekly. Teachers will use this data to provide targeted instruction.
- **What is the entry and exit criteria used?** Entry will be determined by benchmark assessment scores. Exit will be determined by students meeting their proficiency goal as recorded in 6-8 consistent data points.

4. **Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals.** _These funds cannot be used for faculty or staff in grades 4-6._

Professional learning opportunities that will be implemented using these funds will be as follows:
- All staff will participate in Professional Learning Communities (PLC) to clarify instruction aligned to state standards, review the ELA Scope and Sequence, and create formative assessment tools to assess student progress as needed, examine student data, and plan interventions for students that are at-risk. Time is set aside on school calendars to allow for this professional collaboration systematically during the teacher workday. PLCs consult across grade levels to examine standard alignment and plan for student instruction. Instructional coaching will be embedded in the school day to support collaborative efforts to ensure fidelity and implementation of the literacy program.
- Teachers will use grade level curriculum maps to structure their literacy blocks. Observations and walkthroughs, with feedback, will identify instructional strengths and areas that need additional support.
- Leadership will reflect on observations to determine where teachers need additional professional development, when to adjust programs or curriculum, and determine what additional services or resources are needed.
- K-3 teachers, literacy coach, and interventionists will be provided with in-service and training on school wide reading and language curriculums, interventions, and strategies. The assessment director will provide mandatory professional development that focuses on interpreting data, applying and implementing Tier 1, Tier 2, and Tier 3 interventions, building formative practices, and expanding teacher expertise to improve learning opportunities.

SECTION B: EARLY MATHEMATICS

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

Ignite Entrepreneurship Academy will use the following TIER 1 curriculum for mathematics for the 2021-22SY.

- Illustrative Math (IM)
- Montessori Math
- Supplemental support through I-Ready Math

2. **Describe how the following mathematical components are incorporated in grades K-3.**

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Ignite Entrepreneurship Academy (IEA) will use Illustrative Math to work to develop conceptual understanding in mathematics. Each IM unit begins with a pre-assessment to check for readiness. This helps the teacher to gauge what students know about both prerequisite and upcoming concepts and skills. The initial lesson activates prior knowledge and provides an easy entry point. As students' learning progresses they make connections between different representations and strategies (Number Talks, mathematical discourse, and tasks that promote reasoning and problem solving), consolidating their conceptual understanding.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Ignite Entrepreneurship Academy (IEA) will implement fluency building components of evidence-based mathematics curricular programs. ● Through the use of Illustrative Math lessons, students will see and understand more efficient methods of solving problems, supporting a shift towards procedural fluency. At the beginning or end of each math lesson, students receive distributed practice problems to give students ongoing practice, which also supports developing procedural proficiency. ● Math fact fluency games (see Math Fact Fluency by: Jennifer Bay-Williams) will be used to provide engaging fact practice by teaching students the five fundamentals of fact fluency. - Mastery must focus on fluency. Students are taught strategies to help them compute with accuracy, efficiency, and flexibility. - Fluency develops in three phases: counting, deriving, and mastery. - Fundamental facts must precede derived facts. (Use of derived fact Strategies.) - Timed tests do not assess fluency. - Students should be provided sustainable and enjoyable 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.	Ignite Entrepreneurship Academy (IEA) will engage students in the following mathematical practices (see Illustrative Math "Problem-Based Curriculum"): - **MP.1- Make sense of problems and persevere in solving them**. Students will work to understand the meaning of a problem, look for entry points to begin working on the problem, and plan and choose a solution path way. - **MP.5 Use appropriate tools strategically**. IEA instructors will consider several tools and resources that students can be provided with when solving problems, whether in a real-world or mathematical context. The instructor will let students choose tools

	that are relevant and useful to the problem at hand, such as drawings, diagrams, technologies, and physical objects and tools.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Teachers and staff at Ignite Entrepreneurship Academy (IEA) will be provided with professional development on productive disposition. Through these trainings teachers will understand the importance of seeing mathematics as sensible, useful, and worthwhile, to believe that effort in learning pays, and to see themselves as an effective instructor, guide, learner, doer of mathematics. Teachers will be taught how to provide "group missions" where students can work together to solve a problem. Growth mindset PD's will also be provided that support a productive disposition in math.

3. **In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

Ignite Entrepreneurship Academy (IEA) will use assessment data to drive instruction to meet individual, group, and school wide mathematics goals. Data will be used to systematically apply specific core (TIER 1) instruction and design targeted intervention in computation and understanding concepts and how to apply them.

IEA is working to draw data from a variety of sources regarding student mathematical skills and needs. The sources being implemented and used are as follows:

1) Acadience Math-The Acadience math assessment will be administered to students in grades K-3 three times annually to assess early numeracy, computation, and problem solving skills.
2) I-Ready- Is an online platform that provides students with differentiated instruction and supports them on their individual paths to success. It provides consistent insight into student understanding and performance, enabling teachers to monitor their students' progress and help them prepare for standards based assessments and beyond. This will be used in grades K-3.
3) The KEEP assessment for kindergarten will be administered at the beginning and end of the school year. The KEEP provides insights into current levels of academic and social and emotional performance upon entry and exit of kindergarten. It identifies effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
4) RISE- Results for grade 3 in math will be used to evaluate the student progress and proficiency levels regarding grade-level math standards.

The Academic Excellence Committee (AEC) will meet quarterly to review placement and progress data of students needing or receiving TIER 2 and TIER 3 intervention. Students exit from TIER 2 intervention when their next Acadience Math benchmark data indicates growth beyond the 40th percentile and their progress monitoring chart indicates growth is above the trend for at least 4 consecutive weeks.

4. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.**

Tier 2: Ignite Entrepreneurship Academy (IEA) will use a combination of intense math interventions and strategies as well as a Multi-Tiered System of Support (MTSS) to provide Tier 2 and Tier 3 inventions. MTSS will be used to establish a seamless connection between a viable, standards-aligned curriculum and researched-based instructional practices. Each tier will be used to match the level of instruction students need to their level of support. Small group

instruction is provided to all students to deepen their understanding of specific content during daily core work cycles.

Work Cycles for mathematics will be done in the afternoon. (Tier 2/Tier 3) Enrichment and support time will be given in our Flight to Foundations Program through uninterrupted, extended math blocks. During this time there will be opportunities for small group instruction as needed for struggling math skills to have extended time and practice. Students' growth will be monitored and instructional placements will be adjusted if students do not make adequate progress.

All students at IEA, will receive core math instruction as their foundation for learning. Those students at-risk for academic failure on the basis of their performance on benchmark assessments will be provided supplemental support. Tier 2 interventions will occur outside of the time dedicated to core instruction by:

- **Who teaches it?** General education teacher, co teacher, math specialist, intervention specialist
- **What evidence-based curriculum is used?** Illustrative Math, math fact fluency games, and skill based Montessori curriculum.
- **What is the duration of the intervention and how many days per week?** Interventions will take place in groups of 5-8 students, 3-5 days per week, for 30 minutes.
- **What does progress monitoring look like and how do teachers use this data to inform their instruction?** Teacher will monitor progress using Acadience Math Progress Monitoring.
- **What is the entry and exit criteria used?** Entry will be determined by benchmark assessment scores. Exit will be determined by students meeting their proficiency goal as recorded in 4-6 consistent data points.

Tier 3: Tier 3 interventions will also occur outside of core instruction. Tier 3 is more intense ready therapy that focuses on remediation of skills for a longer duration of time both in length and intervention.

- **Who teaches it?** Intervention specialist, content specialist, or special education teacher
- **What evidence-based curriculum is used?** Math Expressions, and skill based Montessori curriculum
- **What is the duration of the intervention and how many days per week?** Interventions will take place in groups of 1-3 students, 45-120 minutes, 5 days a week, or depending on the students specific need.
- **What does progress monitoring look like and how do teachers use this data to inform their instruction?** Teacher will progress monitor using Acadience Math Progress Monitoring.
- **What is the entry and exit criteria used?** Entry will be determined by benchmark assessment scores. Exit will be determined by students meeting their proficiency goal as recorded in 6-8 consistent data points.

SECTION C: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

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, including early reading software if being used] to [why—for what purpose].

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

By June 1, 2022, Ignite Entrepreneurship Academy will increase the percentage of 3rd grade students scoring at/above benchmark on Acadience Reading composite from BOY to EOY by 2% by providing ongoing professional development and instructional coaching to all lower elementary teacher, including classroom observations and feedback on implementation of 6 Minute Fluency and Reading A-Z comprehension strategies to reduce the percentage of students who did not master ORF and MAZE, and who are not scoring at benchmark by the end of 3rd grade. These students will also receive 30-60 minutes of Lexia as supplemental instruction to support their literacy needs.

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

By June 1, 2022, Ignite Entrepreneurship Academy will reduce the percentage of 2nd grade students scoring well-below benchmark on Acadience Reading composite from BOY to EOY by 23% by providing targeted, evidence based interventions, like S.P.I.R.E., that aligns to student's diagnostic needs as measured by progress monitoring through Acadience. S.P.I.R.E. to attend to specific learning gaps to improve the percentage of students moving out of the well-below benchmark status.

General Assurances: *Check all the boxes below.*

X The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.

X The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

X The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

X We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.

X We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.

X We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.

X We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.

X We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds *(see R277-406)*.

X We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.

X We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.

X Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy *(53F-2-503)*.

X We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

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.

SECTION D: PreK-3 PROFESSIONAL LEARNING

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click here to see LEA estimated funding amounts.

Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

X Early Literacy	Early Mathematics
☐ P X K X 1 X 2 X 3	☐ P ☐ K ☐ 1 ☐ 2 ☐ 3

1. **Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).**

LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

2. **Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

3. **Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

4. **Describe how the professional learning opportunities are aligned with the professional learning standards set forth in 53G-11-303 and R277-519.**

Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-

	embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access of knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide the personalized instruction to each student. Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.

Technology*: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.

General Assurances: *Check all the boxes below*.

X **ONLY CHECK IF APPLYING FOR SECTION D FUNDING -** The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.

X **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds *(R277-326)*.

X **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused *(R277-326)*.

X **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.

X **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

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 Professional Learning Grant funds.