Utah State Board of Education | Teaching and Learning

# EARLY LEARNING PLAN 2022-2023

**LEA Name: Venture Academy**

**Date of Expected Local Board Approval: August 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&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)***

☒ **Early Literacy Program Funds**

**DISTRICT ONLY - Matching Funds: N/A We are a Charter**

| Program | Amount Matching | Levy |
|---|---|---|
| ☐Low Income Program | $ | |
| ☐Guarantee Program | $ | |

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## 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 | **Heggerty, EL Education Skills Block Curriculum, Reading For All Learners, Bookworms (3rd grade), Lexia Core5 Reading** |
| Phonics | **EL Education Skills Block Curriculum, Reading For All Learners, *Phonics and Spelling Through Phoneme-Grapheme Mapping*, Words Their Way (3rd Grade), Bookworms (3rd grade), Lexia Core5 Reading** |

| | |
|---|---|
| **Fluency** | **EL Education Curriculum, Reading For All Learners, Bookworms (3rd grade), High Noon Phonics and Primary Phonics, Lexia Core5 Reading** |
| **Vocabulary** | **EL Education Curriculum, Bookworms, Reading For All Learners, High Noon Phonics Readers and Primary Phonics Readers, Lexia Core5 Reading** |
| **Comprehension** | **EL Education Curriculum, Reading For All Learners, Bookworms, High Noon Phonics and Primary Phonics, Lexia Core5 Reading,** |
| **Oral Language** | **EL Education Curriculum, Bookworms, Socratic Dialogue Expeditionary Learning Curriculum** |
| **Writing** | **Handwriting Without Tears, EL Education Curriculum, Bookworms, Lexia Core5 Reading (printed packets from the program),** |

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 Benchmarks and Progress Monitoring, LETRS Spelling Screeners, Words Their Way Spelling Screeners, EL K-2 Resources Benchmarks for phonemic awareness, phonics, word reading, passage reading and spelling, High Noon Phonics Program placement assessments, Phonics for Reading placement assessments, Lexia Reading placement assessments and end of unit assessments,

**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.*

PAST, LETRS Phonics and Word Reading Survey, LETRS and/or Words Their Way Spelling assessments, Early/Next/Higher Steps Reading Inventory,

**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 Reading Progress Monitoring, High Noon Phonics Program Progress Monitoring (every 20 lessons), Phonics for Reading lesson evaluations, Reading Mastery lesson assessments,

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:**<br><br>**High Noon Phonics for Reading program, Heggerty Bridge the gap, Equipped For Reading Success, Early Steps, Next Steps, Higher Steps, LETRS strategies, Lexia Learning, Amplify Acadience Reading Strategies and lessons, small group instruction, differentiated lessons,** |
| **Tier 3 Evidence-based Curriculum Program(s) and/or strategies:**<br><br>**Phonics For Reading Program, Early Reading Interventions, Reading Mastery, Heggerty Bridge the gap, Equipped For Reading Success, Early Steps, Next Steps, Higher Steps, LETRS strategies, Lexia Learning, small group instruction with differentiated lessons.** |
| **Briefly describe how you ensure intervention is aligned to students' needs?**<br><br>Acadience Reading benchmarks will be used to screen all K-3 students in reading. All teachers and reading assistants will be trained to do Acadience progress monitoring and to dig into the data to identify students' needs. Each grade level teaching team will participate in monthly PLC "Data Dives" to ensure we are targeting instruction for each child.<br><br>Additionally, the literacy intervention team will use the LETRS Phonics, LETRS spelling Assessments and PAST assessments as diagnostic tools to identify specific gaps in students' learning. They may then meet with the MTSS team to develop intervention plans as needed. |

## SECTION B: EARLY MATHEMATICS

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

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|---|
| Venture is using the Eureka Math (Engage NY) curriculum for K-3. |

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. | Eureka Math concepts are taught using the deliberate progression of concrete, pictorial, to abstract (CPA) in order to support an increasingly concrete understanding of concepts. Number Talks are used to encourage students to make connections with how one problem can be solved in multiple different ways. |
| **Procedural Fluency:** the meaningful, flexible, accurate, and efficient use of procedures to solve problems. | Eureka Math allows the teachers to use oral, hands on and written activities to build fluency with both the concepts they are currently working on and previously learned concepts. MaAth 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. | Eureka Math has a section called Application Problems which allows students and teachers to use the correct mathematics concept to solve real world problems. This also requires them to participate in reasoning through problems with a systematic approach. |
| **Productive Disposition:** the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics. | Each lesson in the Eureka Math program ends with a student debrief section which allows the students to make connections with the concepts they are learning. This includes group and pair sharing so students can make connections to what they are learning in school and how it applies to the real world. |

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.**

We use the Acadience Math benchmarks and progress monitoring, the KEEP assessments, Eureka Math module quizzes and exit tickets, Zearn Math online, and CBMs to inform classroom instruction. Teachers will reteach in small groups as needed based on these screeners, progress monitoring and diagnostic tools. Teachers may also use a combination of concrete and pictorial manipulatives to support in small groups. As much as possible, we will use authentic problems and materials to further support and solidify math concepts at the students' level.

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:**

Use informative data from the above mentioned screeners and diagnostic tools to re-teach and provide small group instruction to address learning needs. We use model-drawing, graphic organizers, CRA and other schema-based strategies to support specific student needs. We use Xtra Math and Rocket Math for fact fluency support and Zearn online to help address gaps in foundational skills.

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

Use data to re-teach, small group instruction to address diagnostic needs. We use model-drawing, graphic organizers, CRA and other schema-based strategies to support specific student needs. We use Xtra Math and Rocket Math for fact fluency support and Zearn online to help address gaps in foundational skills.

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

Based on the outcomes of the Acadience Math screener and additional diagnostic assessments or CBMs given for each student demonstrating intervention needs, we assign an intervention program that builds on the strengths the student exhibited in their assessments. Also, using our school wide MTSS process, we will identify students who are in need of more time and intensity with math concepts. For students in the MTSS process, we will use Acadience Math progress monitoring. The data will be reviewed during PLCs and individual MTSS meetings every 4-6 weeks to determine next steps.

## 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 June 1, 2023, Venture Academy will increase the percentage of first grade students scoring at or above benchmark on Acadience Reading NWF WWR from BOY-EOY by 15% by providing evidence-based literacy instruction in the general education class paired with small group interventions as needed based upon Acadience Reading benchmark and progress monitoring scores to increase foundational literacy skills in order to improve accuracy in the future.**

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

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|---|
| **By June 1, 2023, Venture Academy will maintain the percentage of kindergarten students scoring at or above benchmark on the Acadience Math Composite from BOY to EOY by using evidence-based tier I curriculum in the general education class and progress monitoring with Acadience Math to inform small group instruction and interventions in order to build solid foundational early math skills.** |

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

☑ Literacy Goal ☐Mathematics Goal

| |
|---|
| **By June 1, 2023, Venture Academy will increase the percentage of second grade students scoring at or above benchmark on Acadience Reading composite from BOY-EOY by 6% by using evidence-based tier I curriculum in the general education classroom and providing LETRS professional learning paired with observations and feedback to support best practices to increase the percentage of students achieving benchmark or above due to strong core instruction.** |

**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.

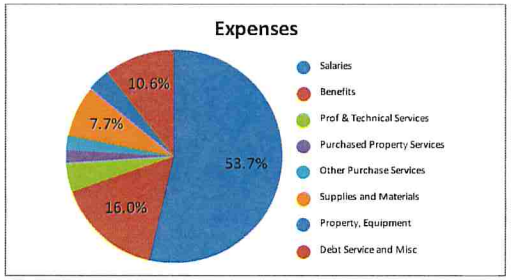
# Financial Summary

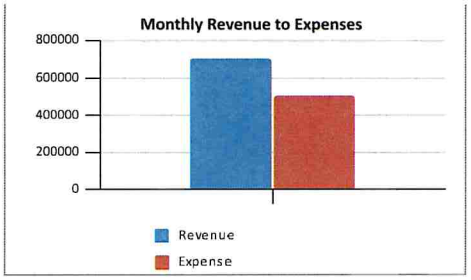
*as of: July 31st, 2022*

## 8.3% through the Year — BUDGET REPORT

| | | Year-to Date Actuals | Approved Budget | Forecast | % of Forecast |
|---|---|---|---|---|---|
| Enrollment | | ? | 790 | 790 | |
| **Revenue** | | | | | |
| 1000 | Local | $ 4,844 | $ 179,050 | $ 214,650 | 2% |
| 3000 | State | $ 725,803 | $ 7,289,957 | $ 7,287,401 | 10% |
| 4000 | Federal | $ - | $ 442,081 | $ 442,081 | 0% |
| **Total Revenue** | | *$ 730,647* | *$ 7,911,088* | *$ 7,944,132* | 9% |
| **Expenses** | | | | | |
| 100 | Salaries | $ 253,501 | $ 3,990,191 | *$ 3,990,191* | 6% |
| 200 | Benefits | $ 86,583 | $ 1,190,579 | *$ 1,190,579* | 7% |
| 300 | Prof & Technical Services | $ 12,841 | $ 321,529 | *$ 321,529* | 4% |
| 400 | Purchased Property Services | $ 3,222 | $ 147,050 | *$ 147,050* | 2% |
| 500 | Other Purchase Services | $ 13,870 | $ 160,800 | *$ 160,800* | 9% |
| 600 | Supplies and Materials | $ 31,480 | $ 575,117 | *$ 575,117* | 5% |
| 700 | Property, Equipment | $ 24,933 | $ 260,000 | *$ 260,000* | 10% |
| 800 | Debt Service and Misc | $ 63,159 | $ 791,388 | $ 791,388 | 8% |
| **Total Expenses** | | *$ 489,589* | *$ 7,436,654* | *$ 7,436,654* | 7% |
| **Net Income from Operations** | | ***$ 241,058*** | ***$ 474,434*** | ***$ 507,478*** | 48% |
| Operating Margin | | *33.0%* | *6.0%* | *6.4%* | |

## EXPENSES



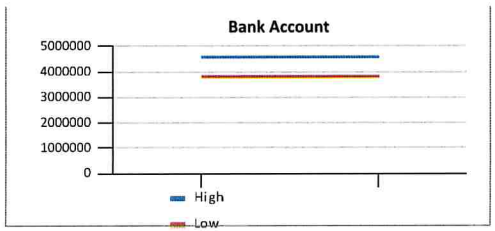




## RATIOS

| | Actual | Goal |
|---|---|---|
| Operating Margin | 6.4% | >4% |
| Debt Serv Coverage | 2.49 | > 1.30 |
| Days Cash on Hand | 226 | 100-110 |
| Building Payment % | 10% | < 20% |

## CASH

| | |
|---|---|
| **Ending Cash Balance** | **$ 4,597,847** |
| Days Cash on Hand | 226 |

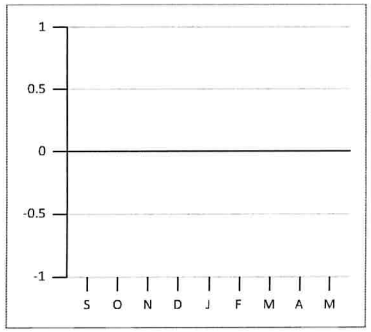



## RESERVES

| | Actual Ytd | Forecast |
|---|---|---|
| **Previous Reserve Balance** | **$ 4,270,977** | **$ 4,270,977** |
| Reserves Added this Year | $ 241,058 | $ 507,478 |
| | | $ - |
| CapEx rolling reserve | $ - | $ (368,197) |
| Balance of K8 flooring | $ - | $ - |
| replacement | $ - | $ - |
| | $ - | $ - |
| **New Reserve Balance** | ***$ 4,512,035*** | ***$ 4,410,258*** |

## ENROLLMENT

| | S | O | N | D | J | F | M | A | M |
|---|---|---|---|---|---|---|---|---|---|
| *K* | | | | | | | | | |
| *1* | | | | | | | | | |
| *2* | | | | | | | | | |
| *3* | | | | | | | | | |
| *4* | | | | | | | | | |
| *5* | | | | | | | | | |
| *6* | | | | | | | | | |
| *7* | | | | | | | | | |
| *8* | | | | | | | | | |
| *9* | | | | | | | | | |
| *10* | | | | | | | | | |
| *11* | | | | | | | | | |
| *12* | | | | | | | | | |
| *Total* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Change* | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -4 |

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