**Trust Lands 2022-23**

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| LEA Name: Timpanogos Academy |
| Date of Expected Local Board Approval: April 15, 2022 |

1. **Goal #1**

**To provide academic intervention services for students who are performing below expectations to determine if they may have a learning disability.**

**Academic Areas**

* **Reading**
* **Mathematics**
* **Writing**

**Measurements:**

**Amplify (Acadience Reading/Math) BOY MOY EOY**

**Core Phonics Pre/Mid/post assessments**

**Key Math and Classroom assessments – (Core Knowledge, Saxon math)**

**Once a student is referred to the Academic Intervention Service by their teacher, parents will be notified to see if permission is granted for intervention services. Once permission is obtained assessments will be administered to determine performance levels of the students. The students will then receive services for the areas that the testing assessments designated. Interventions will be for 6- 8 weeks and will be evaluated at that time and intervention is still needed the student will continue for another 6-8 weeks or if the intervention is not fulfilling the student’s needs, they will be referred to our Special Education Department.**

Initial Screening Tool – These are used to determine students who may be at risk for reading struggles:

• Students are referred to AIS Specialist via Teacher or Parent

• Pre-Kindergarten screeners (K only) Acadience Reading/Math)- (K-6)

• Language Art Assessments – Core Knowledge

• IOWA testing assessments are used for core instruction and interventions as well as instructional

decision.

Students are referred to AIS Specialist via Teacher or Parents: Language Art Assessments, Acadience Reading Screening, and IOWA testing assessments are used for core instruction and interventions and instructional decisions. After the assessments and screeners are evaluated, students that score low are referred to Academic Intervention Services, (AIS) where a core phonics test or key math test or both are administered. Then the AIS team and teacher develop an intervention plan to help students achieve their goals and reach intended grade-level benchmarks. Progress monitoring is ongoing during interventions to determine whether instruction needs to be adjusted.

**Then money will be used to pay for our intervention specialists which is our AIS Director, AIS Assistant and AIS Aides.**

**Salaries - $70,124.00**

**Reading Program: Assessments used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students’ diagnostic needs.**

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| Initial Screening Tool – These are used to determine students who may be at risk for reading struggles:  • Students are referred to AIS Specialist via Teacher and/or Parent  • Pre-Kindergarten screeners (K only) Acadience Reading) (K-6)  • Language Art Assessments – in classroom  • IOWA testing assessments are used for core instruction and interventions as well as instructional  decision.  Students are referred to AIS Specialist via Teacher or Parents: Language Arts Assessments, Acadience Screening, and IOWA testing assessments are used for core instruction and interventions and instructional decisions. After the assessments and screeners are evaluated, students that score low are referred to Academic Intervention Services, (AIS) where a core phonics test or Key Math test or both are administered. Then the AIS team and teacher develop an intervention plan to help students achieve their goals and reach intended grade-level benchmarks. Progress monitoring is ongoing during interventions to determine whether instruction needs to be adjusted. |

**Describe evidence-based intervention system available to students struggling to read proficiently.**

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| AMPLIFY (Acadience Reading) is used for screening results to organize effective small group instruction and to utilize item level advisor suggested activities online for instructional support. Acadience Reading progress monitoring resources which we use are Acadience Software, Core Phonics, Heggerty Phonemic Awareness curriculum, and other Language Arts assessment resources.   |  |  |  |  | | --- | --- | --- | --- | | **Levels of**  **Intensity for Services** | **Students Targeted** | **Differentiated Services Provided**  **Include but not limited to** | **Frequency of Services** | | Tier 3  Intensive level **Or Red** on Acadience Screening | Students who are intensive level and are not meeting grade level standards and require frequent, intensive  intervention | Small group instruction  pull out/push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) | K/1st grade–3-4 days a week - **push in support with AIS team**-  20 min blocks helping with reading/phonics  In addition,  up to 3 times a week  **pull out with AIS team**  20 min. block  2nd/3rd grades –up to 3 X a week  **pull out with AIS team**  20 min. blocks  **Weekly Acadience progress monitoring** | | Tier 2  Strategic level **or Yellow** on AMPLIFY  Screening | Students who are strategic level and not meeting grade level standards that require moderate, strategic interventions | Small group instruction pull out/  push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support if needed  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) | Grades  K-3- services  provided up to 3 times a  bi-week up to 20 min blocks  (takes place in classroom- **push in with AIS team support/ or pull out with AIS team)**  **Weekly Acadience progress monitoring** | | Tier 1  Benchmark level  **Or Green** on  AMPLIFY  Screening | Students who are right at benchmark  level standards that require ongoing differentiated  instruction | Small group instruction (if needed)  Cooperative Teaching/Push in  Differentiated Instruction  Classroom Instruction  Aide/Teacher assistance - if needed  ESL/Bilingual (if needed) | Frequency determined by  classroom/ academic  support teacher  (takes place in classroom) | |

**Describe the professional learning opportunities that will be provided for K-6 teachers, literacy coaches, and interventionists.**

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| AIS Director will be training K-6th teachers and Aides on how to use and implement the AIS Program and how to help the identified students reach their academic goals. Monies will also be used to pay for the AIS Aides who help support the AIS Director by implementing taught strategies.  AIS Director will train teachers K-6th on how to utilize Acadience and Heggerty--in classes where it is used—to help guide their instruction. Instruction will be provided at the beginning of the school year as well as throughout the school year as needed. |

**Trust Land Goals**

**Goal 1** *(required)*

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| **Goal 1: Grades K-6th – Based off Acadience Reading, Language Arts Assessments, IOWA Testing screening, classes will achieve an 80% or a 2% gain if below 95% composite score by the (EOY) - end of year - and achieve benchmark or above (green or blue) status. By June 1, 2022 Timpanogos Academy will increase the percentage of K-3 students proficient on the Acadience EOY Composite Scores. By providing ongoing professional development and instructional coaching to all K-6th teachers in using explicit phonemic awareness and phonics strategies and routines from the Language Arts resources.**   |  |  |  | | --- | --- | --- | | Grade level | Current Acadience (BOY)–or Beginning of year  (MOY) – Middle of year  Class Composite score (with special ed students) | AMPLIFY (MOY)  # of Special Ed Students | | K - Kindergarten | 72% (BOY) 64% (MOY) | 3 students | | 1 - First Grade | 72% (BOY) 64% (MOY) | 10 students | | 2 - Second Grade | 78% (BOY) 72% (MOY) | 11 students | | 3 - Third Grade | 80% (BOY) 83% (MOY) | 14 students | | 4 – Fourth Grade | Increase by 2% |  | | 5 – Fifth Grade | Increase by 2% |  | | 6 – Sixth Grade | Increase by 2% |  |   **\*The large population of special education students in each particular grade addresses the performance gaps in student literacy data.**  **Strategies for improving outcomes:**  **Resources used:** Using Acadience screening results to organize effective small group instruction and utilize item level advisor suggested activities online for instructional support, Acadience progress monitoring resources available online,Acadience Software, Heggerty phonemic awareness program, and other Language Arts program resources.   |  |  |  |  | | --- | --- | --- | --- | | **Levels of**  **Intensity for Services** | **Students Targeted** | **Differentiated Services Provided**  **Include but not limited to** | **Strategies for changing outcomes of students identified** | | Tier 3  Intensive level **Or Red** onAcadienceScreening | Students who are intensive level and are not meeting grade level standards and require frequent, intensive  intervention | Small group instruction  pull out/push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) | K/1st grade–3-4 days a week - **push in support with AIS team**-  20 min blocks helping with reading/phonics  In addition,  up to 3 times a week  **pull out with AIS team**  20 min. block  2nd/3rd grades –up to 3 X a week  **pull out with AIS team**  20 min. blocks  **Weekly Acadience progress monitoring** | | Tier 2  Strategic level **or Yellow** on AMPLIFY  Screening | Students who are strategic level and not meeting grade level standards that require moderate, strategic interventions | Small group instruction pull out/  push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support if needed  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) | Grades  K-3- services  provided up to 3 times a  week up to 20 min blocks  (takes place in classroom- **push in with AIS team support/ or pull out with AIS team)**  **Weekly Acadience progress monitoring** | | Tier 1  Benchmark level  **Or Green** on  AMPLIFY  Screening | Students who are right at benchmark  level standards that require ongoing differentiated  instruction | Small group instruction (if needed)  Cooperative Teaching/Push in  Differentiated Instruction  Classroom Instruction  Aide/Teacher assistance - if needed  ESL/Bilingual (if needed) | Frequency determined by  classroom/ academic  support teacher  (takes place in classroom) | |

**Goal 2** *(required)*

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| **Grades 2-3 – By June 1, 2023, Based off grade level oral reading fluency benchmark goals, classes will have a 2% increase by EOF in oral reading fluency mastery on oral reading fluency.** **Using Acadience oral reading fluency reading selections online, Language Arts fluency resources. The reason this goal was selected is because we are trying to achieve the grade-level benchmark goal in oral fluency with at least 80% of our overall population.**   |  |  |  | | --- | --- | --- | | Grade level | Oral Reading fluency EOY benchmark goal  cwpm – \*\* correct words per minute | BOY (Beginning of Year & MOY (Middle of year)  Oral reading fluency scores  w/ Special Ed Students | | 2 - Second Grade | 70 – 80 cwpm | 69% BOY 65% MOY (11 Special Ed students) | | 3 - Third Grade | 90-100 cwpm | 72% BOY 71% MOY (14 Special Ed students) |   **\*The large population of special education students in each particular grade addresses the performance gaps in student literacy data.**  **Strategies for improving outcomes:**  Using Acadience oral reading fluency reading selections online and other Language Arts reading fluency resources and strategies.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Levels of**  **Intensity for**  **Services** | **Students Targeted** | **Differentiated Services Provided**  **Include but not limited to** |  | **Strategies for changing outcomes of students identified** | | Tier 3  Intensive level | Students who are intensive level and are not meeting grade level standards and require frequent, intensive  intervention | Small group instruction  pull out/push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if need) |  | 2nd/3rd grades –up to 3 X a week  **pull out with AIS team**  20 min. blocks  **Daily oral reading**  **fluency in class** | | Tier 2  Strategic level | Students who are strategic level and not meeting grade level standards that require moderate, strategic interventions | Small group instruction pull out/  push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support if needed  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if need) |  | Grades  2-3- services  provided up to 3 times a  week up to 20 min blocks  (takes place in classroom- **push in with AIS team support/ or pull out with AIS team)**  **Daily oral reading fluency in class** | | Tier 1  Benchmark level | Students who are right at benchmark  level standards that require ongoing differentiated  instruction | Small group instruction (if needed)  Cooperative Teaching/Push in  Differentiated Instruction  Classroom Instruction  Aide/Teacher assistance - if needed  ESL/Bilingual (if need) |  | **Daily oral reading fluency in class** | |

**Goal 3** *(optional)*

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| **Grade 1 – By June 1, 2023, Timpanogos Academy will increase 1st grade Acadience Oral reading fluency proficient scores from MOY to EOF by 2% by providing differentiated small group instruction, implementing the AIS program and progress monitoring. Goal is 45-55 cwpm by EOY. The reason this goal was selected is because we are trying to achieve the grade-level benchmark goal in oral fluency with at least 80% of our overall population. We will be using Language Arts fluency resources and Acadience progress monitoring passages and strategies.**   |  |  |  | | --- | --- | --- | | Grade level | Oral Reading fluency EOY benchmark goal  cwpm – \*\* correct words per minute | MOY (Middle of year)  Oral reading fluency scores  w/ Special Ed Students | | 1 - First Grade | 45-55 cwpm | 50% MOY (10 Special Ed students) |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Levels of**  **Intensity for**  **Services** | **Students Targeted** | **Differentiated Services Provided**  **Include but not limited to** |  | **Strategies for changing outcomes of students identified** | | Tier 3  Intensive level | Students who are intensive level and are not meeting grade level standards and require frequent, intensive  intervention | Small group instruction  pull out/push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) |  | 1st grade–3-4 days a week - **push in support with AIS team**-  10 min blocks helping with  oral fluency when needed  In addition,  up to 3 times a week  **pull out with AIS team**  20 min. block | | Tier 2  Strategic level | Students who are strategic level and not meeting grade level standards that require moderate, strategic interventions | Small group instruction pull out/  push in Cooperative Teaching/  Push in Differentiated Instruction  Classroom Instruction  Outside AIS team support if needed  Resource Room  Aide/Teacher assistance  ESL/Bilingual (if needed) |  | Grades  1- services  provided up to 3 times a  week up to 20 min blocks  (takes place in classroom- **push in with AIS team support/ or pull out with AIS team)**  **Daily oral reading fluency in class** | | Tier 1  Benchmark level | Students who are right at benchmark  level standards that require ongoing differentiated  instruction | Small group instruction (if needed)  Cooperative Teaching/Push in  Differentiated Instruction  Classroom Instruction  Aide/Teacher assistance - if needed  ESL/Bilingual (if needed) |  | **Daily oral reading fluency in class** | |