

Valley Academy Inc Meeting Agenda
July 14th, 2022 @ 6 pm
539 N 870 W, Hurricane, UT 84737

1. Welcome
2. Pledge of Allegiance and Mission Statement:

The mission of Valley Academy is to provide a superior, character building academic program enhanced by integrated training in fine and performing arts, and a technologically advanced curriculum; *in a **Social Emotional Learning** environment that promotes responsible freedom.*
3. Public Comment

The Board requests that you provide written notice to be heard for public comment so we can plan for the time required for this agenda item. Requests may be sent to miranda@valleyacademycharter.com. Please plan ahead for your comments to be 3 minutes or less. Due to open meeting regulations, please be aware that the board will not be able to *formally* discuss or take action on items brought up in this meeting's public comment period.
4. Monthly Training - Review [VAC By-Laws](#) and sign [Board Member Agreements](#)
5. Review and discussion of Annual Board Calendar
6. Review and Report: Action Items from last month's meetings.
7. Business Manager's Monthly Report
8. Director's Monthly Report
9. Reports from Board Committees:
 - a. Finance/Audit
 - a. Policy
 - b. Charter Accountability
 - c. Executive
10. Approval of minutes from the June 9th meeting.
11. Discussion and possible approval of the Early Literacy Plan
12. Discussion and possible approval of the purchase of bulletin boards.
13. Discussion and possible approval of the Skillstruck software.
14. Discussion and possible approval of the purchase of school shirts
15. Discussion and possible approval of the Peach Days Rodeo Fundraiser
16. Discussion and possible approval of a Peach Days Food Booth Fundraiser
17. Discussion and possible approval of the selection of the company to apply for the Employee Retention Credit.
18. Discussion and possible approval of the rental of VAC school buses.
19. Closed session, if needed. **Utah Code 52-4-205(a)**.
20. Any action necessary from closed session
21. Recap and assignment of any action items needed from this meeting
22. Next proposed meeting is Aug 6th, 2022
23. Adjourn



EARLY LEARNING PLAN 2022-2023

LEA Name: Valley Academy Charter

Date of Expected Local Board Approval: 07/15/23

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&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:

Table with 3 columns: Program, Amount Matching, Levy. Rows include Low Income Program and Guarantee Program with checkboxes and dollar signs.

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 by August 1st.
Submission after August 1st: For ELP final approval, submit the following in Utah Grants no later than September 1st by 5 p.m.
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)
Phonological Awareness	Spalding & Heggerty
Phonics	Spalding Phonograms & Heggerty
Fluency	Leveled Spalding Learning to Read & Loving it series Spalding Oral Reading Fluency Assessment & Practice Read Live Fluency
Vocabulary	Spalding
Comprehension	Spalding
Oral Language	Spalding
Writing	Spalding

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
Diagnostic(s): Spalding: Morrison McAll Spelling Scale, Weekly & Monthly Phonogram Assessments, Core Phonics, Read Live, Test Lessons in Comprehension Spalding
Progress Monitoring: Acadience Reading

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:. Sound Partners, Spalding Intervention, Core Phonics, Read Live

Tier 3 Evidence-based Curriculum Program(s) and/or strategies:

Sound Partners & Spalding Specific Skill Intervention Program

Briefly describe how you ensure intervention is aligned to students' needs? *Based on the outcomes of the diagnostic assessment given for each student, we assign an intervention program that meets the specific skills. If progress is not evident within 4-6 weeks students are referred to MTSS where the entire instructional team, including Special Ed., work to make a specific skill intervention plan.*

SECTION B: EARLY MATHEMATICS

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

GO Math, Go Math Intensive Intervention Kits-Grade 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.	Implement tasks that promote reasoning and problem solving, facilitate meaningful mathematical discourse,
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Implement fluency building components of evidence-based mathematics curricular programs. Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures that include fluency practice of conceptual understanding, games to promote fluency, mathematical routines, Number Talks, SOFTWARE...
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.	Evidence-based strategies that include mathematical practices in Utah Core State Standards, mathematical tasks from Go Math Intervention and Activities practices.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Evidence-based strategies for mindset, goal setting, positive mathematical experiences.

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.

Acadience Math Screener, Keep, RISE, Grade Level RTI created formative assessments, Go Math screeners and daily assignments. Grade-Level PLC teams including the VAC Math Specialist meet to adjust and target instruction to meet classroom needs. Based on data and teacher input the VAC Math Specialist also meets daily, for 30 min, with Tier 2 & Tier 3 students for explicit, targeted instruction.

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: *Go Math Intensive Intervention Kit, Building Fact Fluency*

Tier 3 Intervention Program(s)/strategies: *Go Math Intensive Intervention Kit, Building Fact Fluency*

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

Based on the outcomes of the Acadience Math Screener and additional diagnostic assessments given for each student demonstrating intervention needs, the Math Specialist along with the PLC team assign an intervention program that builds on the strengths deficits the student exhibited in their assessments.

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 30, 2023, Valley Academy Charter School will increase the percentage of kindergarten students at or above benchmark on the Acadience Reading composite from BOY to EOY by 28% providing ongoing professional development and instructional coaching to all kindergarten teachers in using explicit accuracy and decoding strategies and routines from the Skills Analysis Checklist aligned with Spalding. Using the Skills Analysis Checklist reinforcements and refinements will be evaluated as teachers and instructors work to perfect researched based practices in the classroom. In addition, all kindergarten teachers will be trained and coached as they implement Heggerty: Phonemic Awareness Kindergarten Tier 1 instruction. The intent of this is to reduce the percentage of students who do not master Phoneme Segmentation Fluency and Nonsense Word Fluency and on the Acadience Reading benchmark by the end of the year.

2. Early Mathematics Goal (required)

By May 30, 2023, Valley Academy Charter School will increase the percentage of first grade students at or above benchmark on the Acadience Math composite from BOY to EOY by 3%, by providing ongoing professional development in USBE Mathematical components. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence-based instruction that aligns to students' diagnosed skill gaps as identified by Acadience Math. Students who have scored below and well below proficient in these skill areas will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and be progress monitored to ensure they are receiving instruction that supports their mathematical needs in order to decrease the overall number of students not making sufficient progress to maintain proficiency by the end of the year.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

May 30, 2023, Valley Academy Charter School will increase the percentage of 1st grade students scoring at or above benchmark on Acadience Reading ORF-Accuracy from MOY to EOY by 13% by *providing ongoing professional development in Spalding MILA (Multisensory Instruction in Language Arts) 1 & 2 and increasing explicit, targeted tier 1 and tier 2 instruction to increase the overall number of students making at or above typical progress on pathways.*

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.

DRAFT