

Trust Lands 2024-25

LEA Name: Timpanogos Academy
Date Local Board Approval: March 14, 2024

Trust Lands \$ 76,429.37

1. Goal:

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 8-12 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 as another source of data to help guide interventions as well as instructional decisions.

Students are referred to AIS Specialist via Teacher or Parents: Language Art Assessments, Acadience Reading/Math 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 LETRS Phonics and Word-Reading Survey and the Phonological Awareness Screening Test or (PAST) is 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 are our AIS Director and AIS Aides.

Reading Program:

Assessments used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Initial Screening Tools – 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)
- CKLA Language Art Assessments – in classroom
- IOWA testing assessments are used as another source of data to help guide interventions as well as instructional decisions.

Students are referred to AIS Specialist via Teacher or Parents: Language Art Assessments, Acadience Reading/Math 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 LETRS Phonics and Word-Reading Survey and the Phonological Awareness Screening Test or (PAST) is 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.

AMPLIFY (Acadience Reading) is used for screening results to organize effective small group instruction and to utilize item level advisor and utilize CKLA suggested activities online for instructional support. Acadience Reading progress monitoring resources which we use are Acadience Software, LETRS Phonics and Word-Reading Survey and the Phonological Awareness Screening Test or (PAST), Heggerty Phonemic Awareness curriculum, and other Language Arts assessment resources.

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

AIS Director will be training K-6th Aides on how to use and implement the AIS Program tools 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, 95%, CKLA intervention resources, LTRS resources 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: Grades K-6th – Based on Acadience Reading and Math, Language Arts Assessments, and IOWA Testing screening, classes will achieve a 1% gain by the (EOY) - end of year - and achieve benchmark or above (green or blue) status. Timpanogos Academy will increase the percentage of K-6 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	76% (BOY) 67% (MOY)	1 students
1 - First Grade	76% (BOY) 67% (MOY)	2 students
2 - Second Grade	69% (BOY) 67% (MOY)	16 students
3 - Third Grade	69% (BOY) 72% (MOY)	12 students
4 – Fourth Grade	Increase by 1%	9 students
5 – Fifth Grade	Increase by 1%	9 students
6 – Sixth Grade	Increase by 1%	7 students

***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 CKLA 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 and LTRS instructional techniques that the teachers have been trained on.