

## **Curriculum**

### ***Early Learning Plan***

#### **Establishment of Annual Early Learning Plan—**

The District shall annually establish an Early Learning Plan which includes an Early Mathematics Plan and one additional goal (related to literacy or mathematics) that: (a) is specific to the District, (b) is measurable, (c) based on data, addresses current performance gaps in student literacy or mathematics proficiency, and (d) includes specific strategies for improving outcomes. In establishing the plan and its components, the District may make use of model plans provided by the State Board of Education but may also develop its own plan and component plans. This plan and the component plans must be approved in a public meeting of the Board of Education. After approval, and by September 1 of each year, the Early Learning Plan shall be submitted to the State Superintendent for approval, together with the reading curriculum adopted by the Board of Education and an assurance that (1) the Board of Education has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading, (2) the Board of Education's reading strategies meet the criteria outlined in Utah Code § 53G-11-303, and (3) that the Board of Education reviewed and approved the plan in an open meeting.

[Utah Code § 53G-7-218\(1\) to \(3\) \(2024\)](#)

[Utah Admin. Rules R277-406-5\(1\), \(3\) \(June 7, 2024\)](#)

#### **Early Mathematics Plan—**

The District's Early Mathematics Plan shall include the components of early mathematics, including the following categories:

1. Conceptual understanding;
2. Procedural fluency;
3. Strategic and adaptive mathematic thinking; and
4. Productive disposition.

[Utah Code § 53E-3-521 \(2020\)](#)

[Utah Admin. Rules R277-406-2\(3\) \(June 7, 2024\)](#)

The District's Early Mathematics Plan shall also incorporate the following components:

1. A District growth goal that:
  - a. is based upon student learning gains as measured by benchmark assessments administered under Policy ECCB; and
  - b. includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;

2. Subject to other direction from the State Superintendent, one District-specific goal that:
  - a. is measurable;
  - b. addresses current performance gaps in student mathematics proficiency based on data; and
  - c. includes specific strategies for improving outcomes.

[Utah Code § 53G-7-218\(1\)\(b\) \(2022\)](#)

[Utah Admin. Rules R277-406-6\(2\) \(June 7, 2024\)](#)

### **Goal Achievement Reporting—**

The District shall annually provide parents with a copy of the student's comprehensive statewide assessment results, which includes measurements of reading and mathematics performance.

[Utah Code § 53E-4-310\(4\) \(2019\)](#)

### **Reporting to the Board—**

The Superintendent shall annually report to the Board on the assessment data and other information submitted to the State Board of Education relating to K-3 reading and mathematics performance in the District at the District level and at the school level. The Board may use this information to work with the Superintendent to review and revise plans to enable the District to meet Early Learning Plan goals.

[Utah Code § 53E-4-310\(2\) \(2019\)](#)

### **Report Submitted to the State Board of Education—**

The District shall annually by June 30 report progress toward the goals outlined in its Early Learning Plan to the State Superintendent.

[Utah Admin. Rules R277-406-6\(1\) \(June 7, 2024\)](#)