Utah State Board of Education

Early Learning Plan

Planning Document 2025-2026

Please use this document to **draft** your LEA's Early Learning Plan prior to submitting it in Qualtrics for USBE review.

Only plans submitted via Qualtrics will be reviewed by the USBE Early Learning Team.

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA Literacy and Mathematics Leaders in the development of this plan.

LEA Contact Information:

LEA Name

Duchesne County School District

LEA Literacy Leader First and Last Name(s)

Kendra Embleton

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LEA Mathematics Leader First and Last Name(s)

Kendra Embleton

LEA Mathematics Leader Email Address(es)

kembleton@dcsd.org

Please list your LEA Superintendency/Leadership that should be included in goal outcome communications. Please include their first and last name(s), title(s), and email address(es).

Superintendent Jason Young, Don Busenbark (LEA Board), Jenn Tucket (SpED Director), Shaylene Gilbert (Instructional Coach), Michaelle Slaugh (SpED Coach), Andrea Schoenfeld (Induction Coach), Stacy Clayburn (Instructional Coach), Suzzy Rowley (Instruction Coach)

Literacy & Mathematics Curriculum:

Literacy Curriculum:
Select your evidence-informed **core curriculum program(s) for grades K-3 literacy** along with the year published or edition.

*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)

SB 127 (2022) Early Literacy Outcomes Improvement

More than one box may be selected.

- ☐ CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- ☐ EL Education Language Arts
- ☐ Imagine Learning EL Education
- ☐ Into Reading
- ☐ The Super Kids Reading Program (K-2)
- ☐ The Writing Road to Reading (Spalding)
- ☐ Wonders 2023
- ☐ 95% Group Core Phonics Program
- ☐ Bridge to Reading
- ☐ From Phonics to Reading Fluency Booster Practice Books
- ☐ Fundations K-3 2nd Ed. (11)
- X Heggerty Phonemic Awareness 2022
- ☐ i-Ready Learning Magnetic Foundations 2023
- ☐ i-Ready Learning Magnetic Reading 2023
- ☐ IMSE Comprehensive and Morphology Orton Gillingham 2022
- ☐ PAF Reading Program 2023
- ☐ Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)
- ☐ Reading Horizons Discover Reading Foundations Kit 2023
- X UFLI Foundations
- X Other (Please add your evidence-informed curriculum below.)

Wonders (2016)

Select your evidence-based **intervention program(s)/strategies for grades K-3 literacy** along with the year published or edition.

*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.

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

You are able to select more than one.

X 95% Group Phonics Lesson Library 1st Ed.

X 95% Group Phonological Awareness 1st Ed.

☐ Bridge The Gap 2020

X Read 180 Reading 2022

☐ Just Words (Wilson) 2009

☐ REWARDS 2nd Ed.

☐ SIPPS 4th Ed.

☐ SPIRE 4th Ed. 2020

☐ Voyager Passport 2020

☐ Wilson Reading System 4th Ed.

☐ Other (Please add your evidence-based instructional materials below.)

Mathematics Curriculum:
List the evidence-informed **core curriculum being used in tier 1 K-3 mathematics instruction**.
For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Reveal Math (2023)

List the evidence-informed **intervention programs/strategies used for grades K-3 mathematics interventions.**
For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.
*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

Reveal Math and Research-backed intervention strategies

Components of Mathematics Instruction:

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.
Support Document: Components of Early Mathematics Resources

Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.
For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Reveal Math incorporates an element of problem-solving with each and every lesson. It also includes a "Be Curious" task at the beginning of each lesson. These practices promote the comprehension and connection of concepts across the curriculum. Additionally, we use evidence-based strategies such as: Implementing tasks that promote reasoning and problem solving, guided mathematical discourse, and Number Talks.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.
For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular repeated timed testing will NOT be approved as research shows it is ineffective and damaging.

The organization of the Reveal math program builds from teaching modeling to guided practice to independent practice in each lesson. These procedures allow students to increase their fluency in each math skill. A daily "Math Wall" has also been created for 2025-26 SY. This will support a spiraled, daily review. Additionally, we use evidence-based strategies such as: Building procedural fluency from conceptual understanding, games to promote fluency, mathematical routines, Number Talks, Math software programs used at individual schools: Moby Max, Dreambox Math, ST Math, and/or Imagine Math. These allow for additional practice and time for Tier 2 intervention.

Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.
For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Use evidence-based strategies such as: Using the Mathematical Practices in the Utah Core State Standards and mathematical practice tasks from Reveal Math, such as Ignite! Activities that encourage students to work together to solve problems.

Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.
For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

Reveal supports a positive outlook on Math with its first unit of study each year. "Math Mindset," teaches students the usefulness of math and encourages a growth mindset. Use evidence-based strategies such as: creating student-centered goals aligning with our proficiency scales, modeling a positive math mindset, and providing positive math experiences that relate to real-world problems.

Goals: (Additional LEA goals are listed HERE)

State Growth Goal:

The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per 53G-7-218 and R277-406, an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

X We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Local Goals:

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218) Please answer the questions below to generate your goals.

Goal 1: What is your LEAs last day of school?

May 22, 2026

What grade level will this goal focus on?

X Kindergarten

□ First Grade

□ Second Grade

□ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

NIF

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

□ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

□ 1%-3%

□ 4%-6%

X 7%-10%

□ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

• By bolstering Tier 1 instruction in explicit number identification–such as the use of a Math Wall for daily practice, ongoing instructional coaching, and consistent progress monitoring to determine needed interventions to increase Advanced Quantity Discrimination and number sense for stronger foundational math skills overall

Goal 2: What is your LEAs last day of school?

May 22, 2026

What grade level will this goal focus on?

- ☐ Kindergarten
- ☐ First Grade
- ☐ Second Grade
- X Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Computation

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)
- X 1%-3%
- ☐ 4%-6%
- ☐ 7%-10%
- ☐ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

- by bolstering Tier 1 instruction in explicit computational strategies, ongoing instructional coaching, and consistent progress monitoring to determine needed interventions to increase number sense and solidify foundational math skills.

Assurances:

The LEA assures that it is in compliance with State Code 53E-4-307.5, 53G-7-218, 53E-3-521 and Utah Board Rule R277-406 applicable to this program.

X Agree

The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section 53G-11-303.

X Agree

Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

X Agree

Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in R277-406.

X Agree