

August 6, 2024

To: Board of Education  
Dr. Elizabeth Grant, Superintendent

Fr: Dr. Tiffany Hall, Executive Director  
Dr. Chelsea Malouf, Literacy Director  
Holley McIntosh, Mathematics Supervisor

Re: Early Learning Plan 2024-25

Each year, the district must submit an Early Learning Plan for literacy and mathematics to the Utah State Board of Education for approval. USBE approved this plan on July 31, 2024. District school board approval is also required.

This plan includes our local goals and outlines our learning plans for literacy and mathematics for the 2024-25 school year.

Requested Board action:

- Approve the Early Learning Plan 2024-25 on the consent agenda

Attachments:

- Approved Early Learning Plan 2024-25



**EARLY LEARNING PLAN 2024-2025**

**LEA Name: Salt Lake City School District (USBE Approved)**

**Date of Expected Local Board Approval: August 6, 2024**

**Submission of Early Learning Plan:**

- Submission on or before August 1st: For ELP **approval**, submit the following to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) **by August 1st.**
  - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

**SECTION A: EARLY LITERACY**

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

*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-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)

**\*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.

\*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist Strong and Moderate Evidence Criteria](#)

<b>Core program(s) with year published/edition</b>	<b>Intervention program(s) with year published/edition or evidence-based strategies</b>
Wonders, 2023 95% Group, 2020	Wonders, 2023 95% Group, 2020 Lexia Core5, 2020

## SECTION B: EARLY MATHEMATICS

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

Core program(s)	Intervention program(s) and/or strategies
Eureka Math (Great Minds)	Some schools use their selected, supplemental digital software provided through the STEM AC grant as intervention programs (ST Math, iReady, My Math Academy).

### 2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
<b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.	Students engage in Number Talks and teachers utilize The 5 Practices for Orchestrating Productive Mathematics Discourse to support understanding at a conceptual level. Students use a variety of models strategically to demonstrate why and how the math works so they see connections between models, patterns, and operations.
<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Eureka Math provides Sprints and Fluency routines to develop fluency and flexibility. The mastery fluency expectations at each grade are noted in program and district pacing documents to clarify when students should be solidifying their fluency. The fluency components of the STEM Action Center software programs (ST Math, iReady and My Math Academy) are used as engaging practices. Number Talks are implemented to connect conceptual understanding to procedural fluency.
<b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Lessons focus on the Math Content Standards and the Standards for Mathematical Practice to ensure students develop the skills and dispositions needed to learn and use mathematics effectively. Lessons include Eureka's Read, Draw, Write problem solving process, Eureka's application problems, Number Talks, and The 5 Practices for Orchestrating Productive Mathematics Discourse to support understanding, representing, communicating and justifying student thinking.
<b>Productive Disposition:</b> the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Teachers and students exercise a growth mindset about their efforts and learning in mathematics through goal setting, positive experiences, self-assessment, and reflection. Math is used in authentic ways to create context and understanding of application; effort and progress is valued and celebrated.

## SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy 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 Mathematics Goal (required)

By June 2025, Salt Lake City School District will increase the percentage of 1<sup>st</sup> grade students scoring At or Above Benchmark on Acadience Math composite score from BOY scores to EOY scores by 10%. This increase will be attained by providing professional development and job embedded coaching support in the implementation of early numeracy, counting, quantity discrimination and computational strategies.

The math content area specialists/coaches will provide professional learning and support for these foundational strategies. Following the professional learning, math CAS/coaches will model, observe, and provide job-embedded classroom support in utilizing and implementing the tools in all 1<sup>st</sup> grade classrooms. Teachers will monitor student progress and provide differentiated support to meet student needs.

### 2. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By June 2025, Salt Lake City School District will increase the percentage of 1st graders scoring At or Above Benchmark on Acadience Reading Composite by 6%, from BOY-EOY, by providing explicit literacy instruction using our Core program of Wonders and 95% Group lessons.

This goal was chosen because data suggest SLCSO students need continued support to increase fluency in the use of the alphabetic principle to decode words and read grade level text. We believe that continued attention to phonics, with new instructional routines, will result in our first graders' success and feel it is still an appropriate goal. We will continue to require and provide training in LETRS for teachers as they are hired to our district, or transfer to positions, in K-3 and elementary Sped. The literacy coaches will provide training and support for increased explicitness in phonics instruction. Following the professional learning, coaches will model, observe, and provide support in implementation of the routines in all first-grade classrooms. Teachers will monitor student progress and provide additional instruction to students struggling with individual units.

**General Assurances: Check the boxes below.**

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.

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](#).

The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

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 corrective action.