



MEMO

TO: Superintendent Gina Butters, Board President Paul Widdison, WSD Board Members

FROM: Alicia Mitchell

DATE: August 15, 2025

SUBJECT: Approval of the Weber School District Early Learning Plan for 2025-2026

The Weber School District Early Learning Plan for 2025-2026 was submitted to the Utah State Board of Education for pre-approval on June 3, 2025, and was approved on June 19, 2025. The Plan includes components for early numeracy. Students in grades K-3 will be assessed in these academic areas three times per year. The Plan provides details on core instruction in mathematics as well as support for educators.

Early Mathematics Goal #1:

By May 22, 2026, 60% of 1st - 3rd grade students will 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. This will be achieved by providing targeted, evidence-based instruction that aligns with student needs to develop strong number sense and mathematical vocabulary, with increasing conceptual fluency, thereby enhancing the likelihood of students making typical, above typical, or well above typical growth.

Early Mathematics Goal #2:

By May 22, 2026, Weber School District will increase the percentage of 1st Grade students scoring at or above benchmark by 10% on Acadience Math Composite Score from BOY (beginning of year) to EOY (end of year). This will be accomplished by setting pathways goals for every student, monitoring students' progress, implementing strong Tier 1 instruction, and job embedded Professional Learning for teachers and Instructional Coaches.

Early Mathematics Goal #3:

By May 22, 2026, Weber School District will increase the percentage of Kindergarten students scoring at or above benchmark by 15% on Acadience Math Next Number Fluency from BOY (beginning of year) to EOY (end of year). This will be accomplished by providing data dives on a regular basis, continued support on math Tier 1 curriculum and instruction, and professional learning opportunities.

We have included the outcomes for the 2024-2025 Early Learning Plan in the attached [Appendix](#). The entire *Weber School District Early Learning Plan for 2025-2026* is [attached](#) for your reference. At this time, we respectfully request Board approval of the included *Plan* in order to move to the next step with the Utah State Board of Education.

Appendix A: 2024-2025 Early Learning Plan Goals

Required STATE Goal set by the state:

- ☒ **60%** of Weber School District's 1-3 students will achieve typical or above growth on their end of year Acadience Math Composite pathways goal.

Required Goal set by WSD:

- ☒ 66% of Weber School District's K-3 students will achieve typical or above growth on their end of year Acadience Reading Composite pathways goal.
- ☐ Weber School District will increase the percentage of **first-grade** students who score at benchmark or above on the Acadience Math Advanced Quantity Discrimination Assessment from BOY to EOY by **4%**

Math Growth % of students achieving typical or above typical growth		
Grade Level	BOY to MOY	BOY to EOY
Kindergarten	77%	77%
1st Grade	62%	61%
2nd Grade	69%	73%
3rd Grade	64%	66%
Grades 1-3	65%	<input checked="" type="checkbox"/> 67%
4th Grade	58%	64%
5th Grade	67%	69%
6th Grade	66%	75%

Reading Growth % of students achieving typical or above typical growth		
Grade Level	BOY to MOY	BOY to EOY
Kindergarten	76%	77%
1st Grade	58%	59%
2nd Grade	60%	63%
3rd Grade	62%	64%
Grades K-3	64%	66% <input checked="" type="checkbox"/>
4th Grade	58%	62%
5th Grade	59%	66%
6th Grade	71%	67%

Math Advanced Quantity Discrimination (AQD) Percentage of students At/Above Benchmark

District	BOY	MOY	EOY	BOY to EOY
1st Grade	59%	59%	59%	0% <input type="checkbox"/>

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USB) 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.

Q2. LEA Name

Weber School District

Q3. LEA Literacy Leader First and Last Name(s)

Vanessa Brian, Caylee Holmes

Q4. LEA Literacy Leader Email Address(es)

vabrian@wsd.net, caholmes1@wsd.net

Q5. LEA Mathematics Leader First and Last Name(s)

Crista George, Caylee Holmes

Q6. LEA Mathematics Leader Email Address(es)

cgeorge@wsd.net, caholmes1@wsd.net

Q7. 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 - Gina Butters - gbutters@wsd.net

Asst. Superintendent - Dave Hales - dhales@wsd.net

Curriculum Director - Alicia Mitchell - al Mitchell@wsd.net

Elementary Director - Heather Neilson - heneilson@wsd.net

Assessment Director - Bryan Becherini - brbecherini@wsd.net

Q9. 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.

Wonders 2023

Other (Please add your evidence-informed curriculum below.):

Reading Horizons Legacy 2019 with updates to be in compliance with SB 127

Q10. 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 eligible intervention curriculum for tier 2 and tier 3 instruction.

You are able to select more than one.

95% Group Phonics Lesson Library 1st Ed.

95% Group Phonological Awareness 1st Ed.

Q11. 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.

Engage NY

Q12. 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 eligible intervention curriculum for tier 2 and tier 3 instruction.**

Recognizing that not every Tier II or Tier III program works for every student, multiple evidence-based programs are used to target individual student needs. This instruction is targeted, based on the specific grade-level math skills lacking for the student to be successful and focuses on skills that support math proficiency. The materials being used are based on the needs of the students and include but are not limited to small group instruction, individual instruction, the use of manipulatives, and math games.

Describe how the following mathematical components are incorporated in tier 1 instruction in grades

K-3. Support Document: [Components of Early Mathematics Resources](#)

Q32. 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

Explicit systematic instruction, visual representations, and manipulatives.

Q33.

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 timed testing will NOT be approved as research shows it is ineffective and

damaging. Consistent spirial review, daily verbal practice, math talk, number talks, partner work, and fluency games.

Q34. 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. Model and practice, Gradual release, partner work, manipulatives, expose students to multiple problem solving

strategies, assist students in monitoring and reflecting on the problem solving process.

Q35. 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.

Teach the why of mathematics not just the procedure, make it a positive experience, use models and learning aids.

Q8. 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.

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.

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 goal.

Q14. Goal 1:

What is your LEAs last day of school?

May 22, 2026

Q16. What grade level will this goal focus on?

First Grade

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation) Computation

Q21. 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?

1%-3%

Q22. How will you achieve this goal? What evidence-based strategies will you implement? Provide ongoing, job embedded professional learning for first grade teachers and instructional coaches at the beginning of the 25-26 school year.

Provide support on how to utilize Engage NY as a rigorous curriculum through admin and instructional coach led PLCs. Provide quarterly guiding coalition led data dives on assessments related to computation to support data informed decisions made by the guiding coalition.

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 goal.

Q2. Goal 2:

What is your LEAs last day of school?

May 22, 2026

Q3. What grade level will this goal focus on?

Kindergarten

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation) NNF

Q5. 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?

1%-3%

Q6. How will you achieve this goal? What evidence-based strategies will you implement? Provide ongoing, job embedded professional learning for kindergarten teachers and coaches. Provide support on how to utilize Engage NY as a rigorous curriculum through admin and instructional coach led PLCs. Provide quarterly guiding coalition led data dives on assessments related to computation to support data informed decisions made by the guiding coalition.

Q31. 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.

Agree

Q32. The LEA has adopted high quality literacy 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](#).

Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026. Agree

Q39. 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](#).

Agree

Embedded Data:

N/A