

## 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 (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.

### **Q2. LEA Name**

Box Elder School District

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

AshLee Nelson

### **Q4. LEA Literacy Leader Email Address(es)**

Ashlee.nelson@besd.net

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

Jamie Kent

### **Q6. LEA Mathematics Leader Email Address(es)**

jamie.kent@besd.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).**

Heidi Jo West, Assistant Superintendent of Elementary Teaching and Learning, heidijo.west@besd.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.**

- The Super Kids Reading Program (K-2)
- Wonders 2023
- 95% Group Core Phonics Program

**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.
- Bridge The Gap 2020
- REWARDS 2nd Ed.
- SIPPS 4th 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.**  
HMH Into Math

**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.**

HMH Into Math intervention materials, Kickstart (Title One)  
Supplemental- Reflex, Frax, iReady

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**

In grades K-3, a learning arc exists across units and modules, ensuring that a strong foundation of conceptual understanding is built before students learn mathematical procedures and develop fluency. Three types of lessons, each with a different purpose, help teachers know where they are in the arc of instruction. Build Understanding lessons ensure that a strong foundation of conceptual understanding exists before students learn procedures and efficient algorithms and develop fluency.

The activities within Into Math provide students with opportunities to model with mathematics, use appropriate tools, reason abstractly and quantitatively, analyze patterns and structures, and make conjectures.

**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.***

As mentioned above, Into Math balances conceptual understanding, procedural fluency, and rigorous application. The unique learning arc, a purposeful progression from conceptual to procedural with application throughout, ensures students grasp concepts before they move on to specific procedures. Build Procedural Fluency from Conceptual Understanding: Build Understanding lessons ensure that a strong foundation of conceptual understanding exists before students learn procedures and efficient algorithms and develop fluency.

The Apply and Practice lessons focus on strengthening students' procedural skills. These lessons ensure students understand the steps in a procedure and the types of problems for which the procedure can be used. With their understanding of the concept and knowledge of multiple viable strategies, students work on the Step It Out tasks. Students apply their knowledge and build fluency with the On My Own problems and More Practice/Homework. Additional opportunities for rigorous application can be found in the More Practice pages (Guide to Differentiated Instruction), in the Standards Practice pages (Getting Ready for FSA), in the Performance Tasks (Assessment Guide), and in the Games and STEM Projects.

**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.**

Into Math challenges every student through carefully crafted tasks that have a low floor and a high ceiling, frequent formative assessment opportunities, and a range of differentiated resources. Critical thinking skills are developed through full and consistent integration of the Standards for Mathematical Practice in every lesson.

An example of this strategy can be found by examining the Connect Concepts and Skills lesson. These lessons focus on MP.7 (Look for and make use of structure) and MP.8 (Look for and express regularity in repeated reasoning) where students connect understanding they have developed with more efficient procedures. These practices help students explain and justify the procedures they use along with MP.4 (Model with Mathematics) when students are connecting their understanding to a procedure.

In addition, Step It Up prompts encourage students to analyze solution methods, explain concepts in their own words, construct arguments, justify their own reasoning, and critique the reasoning of others.

**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.**

Build Conceptual Understanding lessons always include Spark Your Learning, a small-group productive perseverance task, and are paired with MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), and MP.5 (Use appropriate tools strategically).

Spark Your Learning tasks are carefully crafted to help students have an "Aha!" moment that builds understanding. Strategies for perseverance, written in conjunction with the Mindset Works organization, are embedded throughout.

Into Math was carefully designed to prepare students for college and careers. Real-world and rigorous tasks, including many with a STEM focus, engage students and help them see the relevance of mathematics in their lives. A quick flip through the Student Edition and other student materials reveals tasks and problem scenarios based on science, social studies, health, art, technology, and engineering. A table with specific examples of applications across content areas is available with the online correlations. Unit Openers focus on a career, providing great examples of how math and perseverance are relevant across disciplines.

**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 28, 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)**

Composite

**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?**

- 11% or higher

**Q22. How will you achieve this goal? What evidence-based strategies will you implement?**

By May 28, 2026, Box Elder School District will increase the percentage of 1st grade students scoring at or above benchmark in computation by 25% from BOY to EOY by demonstrating an increased proficiency in subitizing skills, and applying multiple strategies for addition and subtraction that extend beyond rote memorization. Specifically, students will be able to accurately recognize and quickly identify small quantities (subitizing) and use visual and conceptual strategies, such as number bonds, counting on, and decomposing numbers, to solve addition problems.

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 28, 2026

**Q3. What grade level will this goal focus on?**

- Third Grade

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

Computation

**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?**

- 11% or higher

**Q6. How will you achieve this goal? What evidence-based strategies will you implement?**

By May 28, 2026, Box Elder School District will increase the percentage of 3rd grade students scoring at or above benchmark in computation by 10% from BOY to EOY by demonstrating an increased proficiency in subitizing skills, and applying multiple strategies for addition, subtraction, multiplication, and division that extend beyond rote memorization. Specifically, students will be able to:

Use visual models, such as arrays, number lines, and area models, to solve multiplication and division problems.

Decompose numbers to simplify addition and subtraction, for example, breaking numbers apart to make mental calculations easier.

Apply strategies such as repeated addition, skip counting, and the use of known facts to solve problems efficiently.

Explain their reasoning and strategies verbally or in writing, demonstrating understanding of the relationships between operations.

Use mental math strategies, like doubling, halving, or compensating, to solve computation problems with accuracy.

**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

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## **Embedded Data:**

N/A