

Curriculum

Early Learning Plan

Establishment of Annual Early Learning Plan—

The District shall annually establish an Early Learning Plan which includes an Early Literacy Plan, 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 documentation confirming that the Board of Education reviewed and approved the plan in an open meeting and that the plan has been uploaded to the appropriate system as required by the State Superintendent.

[Utah Code § 53G-7-218\(1\) to \(3\) \(2020\)](#)

[Utah Admin. Rules R277-406-4\(1\), \(3\) \(July 8, 2020\)](#)

Early Literacy Plan—

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

1. Core instruction in:
 - a. phonological awareness;
 - b. phonics;
 - c. fluency;
 - d. comprehension;
 - e. vocabulary;
 - f. oral language; and
 - g. writing;
2. Intervention strategies that are aligned to student needs;
3. Professional development for classroom teachers, literacy coaches, and interventionists in kindergarten through grade 3;
4. Assessments that support adjustments to core and intervention instruction;
5. A District growth goal that:
 - a. is based upon student learning gains as measured by benchmark assessments administered under Policy ECCA; and

- b. includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;
- 6. At least one District-specific goal that:
 - a. is measurable;
 - b. addresses current performance gaps in student literacy based on data; and
 - c. includes specific strategies for improving outcomes; and
- 7. If a school uses interactive literacy software, the use of interactive literacy software.

[Utah Code § 53F-2-503\(4\) \(2020\)](#)

[Utah Admin. Rules R277-406-5\(2\) \(July 8, 2020\)](#)

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\(3\) \(July 8, 2020\)](#)

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 the target that is established by the State Superintendent;
- 2. 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\(1\)\(b\) \(2020\)](#)

[Utah Admin. Rules R277-406-5\(2\) \(July 8, 2020\)](#)

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 submit a report to the State Board of Education accounting for the expenditure of program money in accordance with its Early Literacy Plan for reading proficiency improvement.

The District shall use program money in a manner that is consistent with [Utah Code § 53F-2-503](#).

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

[Utah Admin. Rules R277-406-5\(1\) \(July 8, 2020\)](#)