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
Mountainville Academy

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

Q4. LEA Literacy Leader Email Address(es)
rburnett@malions.org

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

Q6. LEA Mathematics Leader Email Address(es)
jpalmer@malions.org

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).
Janese Vance, Principal, jvance@malions.org

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.
- CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- The Writing Road to Reading (Spalding)

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

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.
Eureka Math Squared

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.
Building Fact Fluency Kits.
Target problems from the Eureka pre-assessment are used as an intervention to prepare students for grade-level content.
Pre-teaching is a strategy used to help make sure students have the prerequisite skills for Tier 1 instruction.
Small groups within the classroom focus on targeted skills and emphasize conceptual understanding with a variety of modeling and representation.
Students will have their own intensive supports being pulled out in extra small groups or one-on-one.
Intervention will focus on prerequisite, knowledge, and skills, aligned to tier 1 and tier 2 instruction along with the data from the screener and diagnostic assessments.
Based on the outcomes of the Acadience Math screener and additional diagnostic assessments (Eureka Squared Pretest, and iReady.com given for each student demonstrating intervention needs, we provide specific interventions that build on the strengths of the students and their assessments.

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
Conceptual Understanding is embedded in our core curriculum by incorporating modeling, representation, and problem-solving. Using Eureka Math, the teachers facilitate meaningful mathematical discourse and elicit higher-level thinking. In addition, teachers regularly use supplemental tasks that help students make connections between concepts, operations, and relations.`

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.

Implement fluency-building components are embedded in Eureka Squared.
Each classroom will have a set of games to promote Procedural Fluency, promote meaningful fluency and mathematical routines. Instruction will approach math facts that are appropriate to each grade level.

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.
Each Eureka lesson focuses on a content standard and mathematical practices in the Utah Core State Standards. We place emphasis on making sense of problem-solving and persevering through productive struggle. Through the problem-solving process, students engage in justifying their thinking and critiquing 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.
Students build productive mindsets around mathematics through the integration of the 7 Habits as part of the Leader in Me Program. Students are given tasks and activities to promote meaningful and useful use of mathematics while continuing a steady effort to learn mathematics. Each classroom designates 30 -40 minutes a day on Leadership Skills from the 7 Habits and integrates these mindsets through all content areas including math.

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?
- Kindergarten

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

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?
By May 28, 2026, Mountainville Academy will increase the percentage of kindergarten students at or above benchmark on the Acadience Longitudinal Submeasure Number Identification Fluency (NIF) by 3%, from BOY to EOY by providing ongoing grade level team collaboration time and instructional coaching to all kindergarten teachers, including classroom observations and feedback on the implementation of effective Mathematical Teaching Practices focusing on representation and discourse and the implementation of explicit number identification awareness and number sense routines to increase the percentage of students who are at or above benchmark by the end of kindergarten.

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?
- First Grade

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

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?
  By May 28, 2026, Mountainville Academy will increase the percentage of first grade students at or above benchmark on the Acadience Longitudinal Submeasure Advanced Quantity Discrimination (AQD) by 3%, from BOY to EOY by providing ongoing grade level team collaboration time and instructional coaching to all first grade teachers, including classroom observations and feedback on the implementation of effective Mathematical Teaching Practices focusing on representation and discourse and the implementation of explicit number comparison strategies and number sense routines to increase the percentage of students who are at or above benchmark by the end of first grade.

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