

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

The Center for Creativity, Innovation, and Discovery (CCID)

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

Megan McGrath

Q4. LEA Literacy Leader Email Address(es)

megan.mcgrath@ccidschool.org

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

Megan McGrath

Q6. LEA Mathematics Leader Email Address(es)

megan.mcgrath@ccidschool.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).

Melia Balls, Executive Director, melia.balls@ccidschool.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.

- Into Reading
- 95% Group Core Phonics Program
- UFLI Foundations

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

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.

Illustrative Mathematics

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, Kickstart Number Sense for Targeted Math Interventions (Stages A-D), Kickstart Fractions

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

At CCID, we support students' conceptual understanding by implementing evidence-based strategies that promote reasoning, problem solving, and deep mathematical thinking. Our K-8 core curriculum, Illustrative Mathematics, is grounded in problem-based instruction and provides rich, rigorous tasks that require students to make connections among concepts, operations, and relationships.

To further strengthen students' number sense and flexibility with operations, we incorporate daily Number Talks, Counting Collections, and Choral Counting routines. These practices help students explore patterns, justify their thinking, and consider multiple strategies, supporting strategic and adaptive mathematical thinking.

Teachers participate in professional learning grounded in "The 5 Practices for Orchestrating Productive Mathematics Discussions" (2nd ed.) to enhance their facilitation of discourse-rich classrooms. This framework equips teachers to anticipate students' strategies, monitor their thinking, and purposefully sequence and connect students' ideas, resulting in meaningful mathematical conversations that deepen understanding. This training is a continuation of professional development last school year.

These instructional practices are aligned with our schoolwide emphasis on growth mindset. We encourage students to see struggle as part of the learning process and to value reasoning over speed, creating a culture where all learners engage deeply with mathematics.

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.

CCID students will practice fluency using Fluency by Heart daily to practice addition, subtraction, multiplication, and division math facts. The program uses spaced repetition to support the automaticity of math facts. Fluency By Heart is not timed, and the cards incorporate meaningful visualizations like ten frames, arrays, number lines, etc.

CCID will utilize counting collections and choral counting as weekly routines to support procedural fluency.

CCID uses the Building Fact Fluency kits for addition/subtraction and multiplication/division to support student procedural fluency with the use of the number talks, fluency games, and contextualized problems included in the kit. Our kindergarten classroom uses the KickStart Number Sense program for intervention and we're adding Kickstart Number Sense Stage D to support student two-digit and three-digit addition with regrouping procedural fluency.

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.

At CCID, we cultivate students' strategic and adaptive mathematical thinking by engaging them in high-quality instruction aligned with the Utah Core Mathematics Standards and the Standards for Mathematical Practice. Our K-8 implementation of Illustrative Mathematics provides a coherent, problem-based curriculum where students routinely formulate, represent, and solve complex problems using a variety of strategies.

Teachers engage in professional learning centered on multiple representations of mathematics (e.g., visual models, symbolic notation, verbal explanations, and contextual reasoning). This enhances students' capacity to formulate, represent, and solve problems flexibly and to communicate the logic behind their mathematical thinking.

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.

CCID's place- and project-based instructional model helps provide students with rigorous and relevant learning activities. To promote a productive disposition toward mathematics, all CCID teachers begin the year with Jo Boaler's Week of Inspirational Math, designed to build confidence, curiosity, and a growth mindset. Throughout the year, teachers use grade-level resources from Mindset Mathematics to regularly incorporate tasks that emphasize effort, creativity, and the value of mistakes, helping students see math as both meaningful and accessible.

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 29, 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)

AQD

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?

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

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

by providing ongoing professional learning and job-embedded instructional coaching with all first-grade teachers, including classroom observations and feedback on implementation of the number talks and other numeracy routines

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 29, 2026

Q3. What grade level will this goal focus on?

- Second 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?

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

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

by providing ongoing professional learning and job-embedded instructional coaching with all second-grade teachers, including classroom observations and feedback on implementation of the procedural fluency and other numeracy routines

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