

## 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**

Soldier Hollow Charter School

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

Jessica Heimbürger

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

Jessica.Heimbürger@myshcs.org

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

Samantha Hughes

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

Samantha.Hughes@myshcs.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).**

David Phillips

Director

David.Phillips@myshcs.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.
- 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.**

- Other (Please add your evidence-based instructional materials below.):  
Really Great Reading

**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.**

Bridges

**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

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**

Bridges, Number Corner, Bridges Games

Bridges addresses conceptual understanding in many different forms. Students are introduced to in-depth thinking problems with hands on learning opportunities. Bridges uses many different learning strategies. Teachers use problems and investigation to introduce key concepts. The students are taught in a whole group setting with independent think time, partner share and comparing strategies and working together as a whole class to compare and share these different formulations for conceptual understanding. Bridges also strategically uses problem strings to help students develop a deeper understanding. Students are introduced to a string of problems that they must solve to work toward the understanding and developing the relationships between their current understanding (prior knowledge) and the current conceptual concept that they are working on mastering. Teachers also use number corner to allow students to investigate and understand patterns of learning using a calendar.

**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.***

Bridges, Bridges Games, Number Corner

Bridges helps students to master fluency in many different ways. Students are taught the process of and procedures used to solve any type of problem. The most beneficial thing that Bridges offers to do this is problem strings. Problem strings allow students to develop foundations and skills to solve problems by making connections they find within the string of given problems. Students develop a mindset by doing this that allows them to become problem solvers. Bridges also offers opportunities for students to do hands on learning activities. Students are taught different strategies to allow them to be flexible in their understanding and in solving problems. The program also gives opportunity to practice basic math 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.

Bridges

Bridges is a great program for getting kids to develop skills in talking through and justifying their learning and problem solving skills. The program is designed to allow the teacher to have students become the leaders and take ownership in their learning. During teaching and practice times, students solve multiple different problems and must be able to talk through their understanding with partners and the teacher. Essentially, when used in this way, students become teachers within the classroom and to other classmates. After they solve the problem strings, they must justify their understanding and explain the path that they took to get there.

**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.

Bridges

The bridges program makes connections to real world learning. Students can see the value in the mathematics that they are learning because they can relate to the way Bridges uses real world learning. The program gets students excited to learn and know more.

**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 LEA's last day of school?**

May 29th 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)**

Number Identification Fluency

**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?**

- 4%-6%

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

To achieve a 4%–6% increase in Kindergarten Number Identification Fluency during the 2025–2026 school year, we will implement evidence-based strategies aligned with the Bridges in Mathematics curriculum. Daily Number Corner routines will provide structured practice with number recognition and number sense, while small group instruction using Bridges intervention resources will target individual student needs based on bi-weekly formative assessments. Students will engage in Math Work Places for hands-on, developmentally appropriate fluency practice, and teachers will adjust instruction based on progress monitoring data. Families will receive simple, Bridges-aligned activities to support at-home learning, and staff will participate in professional development focused on effective early numeracy instruction. These research-based strategies, including the use of concrete-representational-abstract models and data-driven teaching, will ensure targeted support and measurable growth.

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 LEA's last day of school?**

July 29th 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)**

Composite

**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?**

- 4%-6%

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

Acadience Math during the 2025–2026 school year, we will strategically utilize components of the Bridges in Mathematics curriculum. Daily Number Corner routines will reinforce foundational skills in number sense, computation, and problem-solving through repeated exposure and structured practice. Teachers will use formative assessments to guide small group instruction, drawing from Bridges intervention resources to address specific skill gaps. Math Work Places will provide engaging, hands-on activities that promote fluency and conceptual understanding in key areas assessed by Acadience, such as computation and number identification. Regular progress monitoring will inform instructional adjustments, ensuring timely and targeted support. Family engagement materials aligned with Bridges will extend learning at home, and staff will participate in ongoing professional development to strengthen implementation. These curriculum-embedded, evidence-based strategies will support measurable growth in math proficiency.

**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