

Regular Meeting

Monday, October 20, 2025 7:00 PM

District Support Center, 715 W. Platte Avenue, Fort Morgan, CO 80701

1. OPENING ACTIVITIES

1.A. Call to Order

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Approval of Previous Minutes

1.E. Agenda Changes; Approval of Agenda

2. OPPORTUNITY FOR THE AUDIENCE

3. REPORTS

3.A. Fort Morgan High School Student Representative

3.B. Board of Education

Speaker (s) : Mrs.
Nancy Hopper, Board
President

3.C. Superintendent

Speaker (s) : Mr. Rob
Sanders

3.D. Assistant Superintendent of Curriculum and
Assessment

Speaker (s) : Dr. Rena
Frasco

3.E. Assistant Superintendent of Human Resources

Speaker (s) : Mr. Jason
Frasco

3.F. Chief Financial Officer

Speaker (s) : Ms. Toni
Miller

4. DISCUSSION ITEMS

4.A. Fort Morgan High School Softball Program - Mr.
Greg Edson, District Athletic Director

4.B. Policies - District Revision - Third Reading

4.C. Policies - District Revision - First Reading

5. CONSENT AGENDA

5.A. Personnel Action Report

5.B. Approval of Consent Agenda

6. ACTION ITEMS

6.A. Unified Improvement Planning for 2025-2026
School Year

Speaker (s) : Dr. Rena
Frasco

6.B. Waiver for Title I Funding

6.C. Policies - District Revision - Third Reading

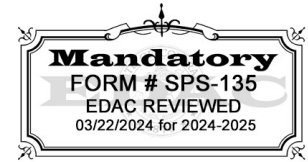
7. **ADVANCED PLANNING**

7.A.

- The Board of Education Meetings in November are November 3 and 17, 2025.
- The Board of Education Reorganization Meeting begins at 6:30 p.m. on November 17, 2025.

8. **CLOSING ACTIVITIES**

8.A. Adjournment



Executive Summary

School Information

School Name

Grades Served

Phone

NA

District Name

Website

Description

Fort Morgan Re-3

Morgan County School District Re-3 is a rural district in Northeast Colorado. We have approximately 3,200 in grades PK-12. We serve a diverse population 70% minority students, 27% are Multilingual learners, 15% are on the IEPS, and 12% are Gifted. Our district provide dual language immersion programming and we are currently servicing students in this 2 way immersion program in grade K-8.

School Contact Information

Name: Rena Frasco

Title: Assistant Superintendent, Curriculum, Instruction, & Assessment

Phone: 970-370-6113

Email: rena.frasco@fortmorgank12.com

Relationship of UIP Elements



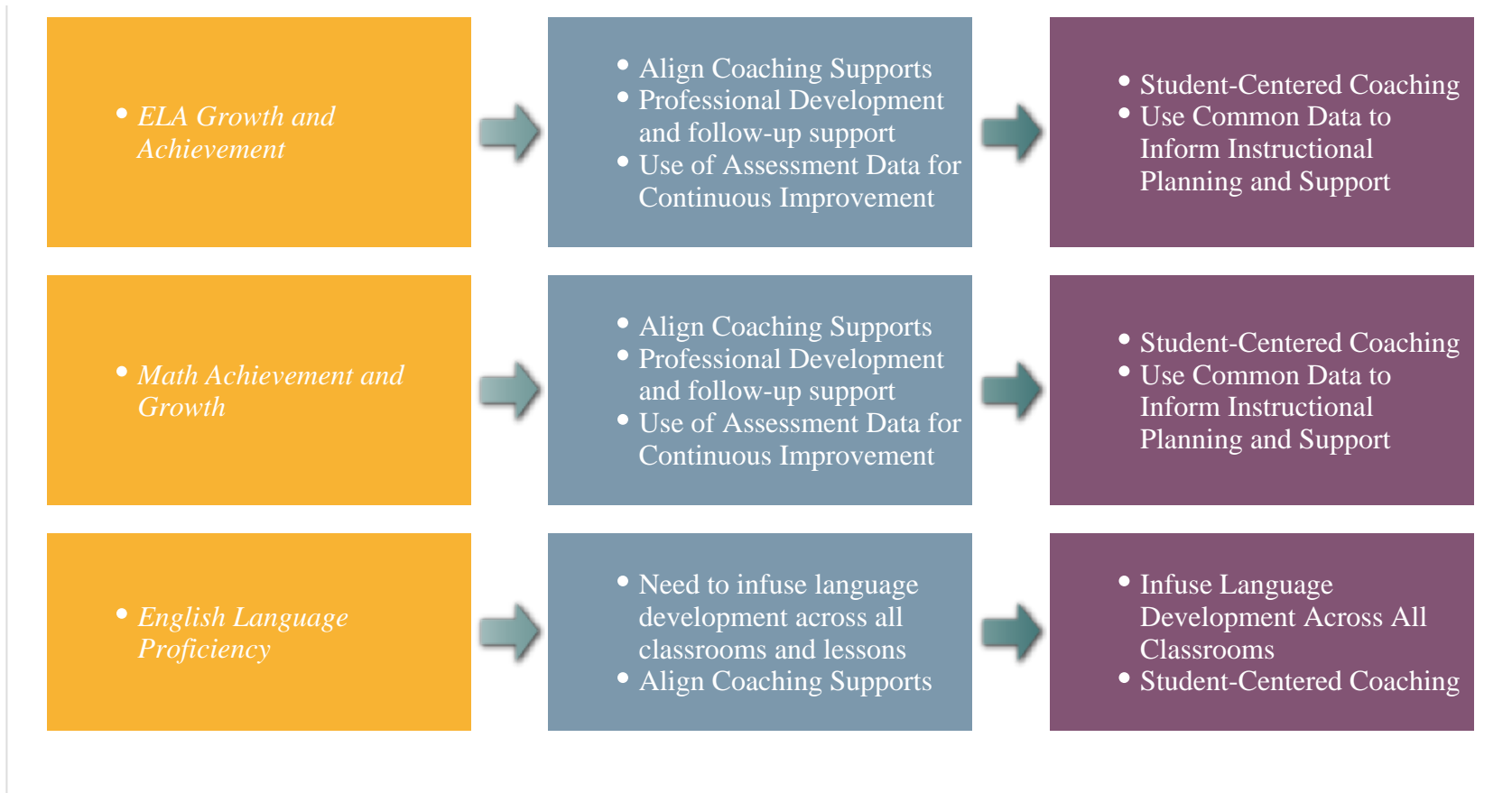
**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

Student Performance Priority Summary

- Given the low growth and achievement of all students, our district is making the decision to focus this priority performance challenge for all student levels. Focusing at the All Students level will allow us to build intentional tier one systems designed to focus on all students making grade level performance.

Overall, at several of our buildings, we have seen an increase in achievement and growth-- this is not across all of our buildings. Overall, CMAS ELA growth and achievement are below the state average. Math growth and achievement also remains below the state average.

Student Performance Priority: ELA Growth and Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Student Population

All Grades Served

What is the current performance of this Student Performance Priority?

ELA Achievement HS = 21st Percentile

What is the 2-year (end of 2026-27) measure and target?

CO PSAT = 31st Percentile

What is the 1-year (end of 2025-26) measure and target?

CO PSAT = 26th Percentile

Interim Measure and Target?

NWEA 40% of students will perform at or above the 61st percentile
NWEA 45% of students will perform at or above the 61st percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth HS = 42nd MGP

What is the 2-year (end of 2026-27) measure and target?

CO PSAT/SAT = 52nd MGP

What is the 1-year (end of 2025-26) measure and target?

CO PSAT/SAT = 47th MGP

Interim Measure and Target?

NWEA MGP will be 37th percentile
NWEA MGP will be 42th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Achievement Elementary = 17th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA ELA Achievement = 32nd Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Achievement = 25th Percentile

Interim Measure and Target?

NWEA Reading, 40% of students' achievement will be above the 60th Percentile.
NWEA Reading, 50% of students' achievement will be above the 60th Percentile.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth Elementary = 45th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Growth = 60th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Growth = 51st Percentile

Interim Measure and Target?

NWEA Fall 2025-Winter 2025 Reading will have a MGP at 50.
NWEA Fall 2025-Spring 2026 will have a MGP at 55.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth Middle School = 53rd MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 65th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 60th MGP

Interim Measure and Target?

NWEA Fall 2025-Winter 2025 Reading will have a MGP at 50.
NWEA Fall 2025-Spring 2026 will have a MGP at 55.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Achievement Middle School = 24th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 38th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 31st Percentile

Interim Measure and Target?

NWEA Reading, 40% of students' achievement will be above the 60th Percentile.
NWEA Reading, 50% of students' achievement will be above the 60th Percentile.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: Math Achievement and Growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

Math Growth High School = 40th MGP

What is the 2-year (end of 2026-27) measure and target?

CO PSAT/SAT 50th MGP

What is the 1-year (end of 2025-26) measure and target?

CO PSAT/SAT 45th MGP

Interim Measure and Target?

NWEA 42nd MGP in Math on NWEA
NWEA 47th MGP in Math on NWEA

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

**What is the current performance of this Student
Performance Priority?**

Math Achievement Middle School = 13th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 30th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 22nd Percentile

**Interim Measure and
Target?**

NWEA Math, 37% of
students' achievement will be
above the 60th Percentile
NWEA Math, 42% of
students' achievement will be
above the 60th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

**What is the current performance of this Student
Performance Priority?**

Math Growth Middle School = 39th MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 50th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 45th MGP

**Interim Measure and
Target?**

NWEA Fall 25-Winter 25
MGP = 45th Percentile
NWEA Fall 25-Spring 26
MPG = 50th Percentile

Measurement Dates

12 / 19 / 2025

**What is the current performance of this Student
Performance Priority?**

Math Achievement Elementary = 25th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 35th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 30th Percentile

**Interim Measure and
Target?**

NWEA Math, 37% of
students' achievement will be
above the 60th Percentile
NWEA Math, 42% of
students' achievement will be
above the 60th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

**What is the current performance of this Student
Performance Priority?**

Math Growth Elementary = 43rd MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 55th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 50th MGP

**Interim Measure and
Target?**

NWEA Fall 25-Winter 25
MGP = 45th Percentile
NWEA Fall 25-Spring 26
MPG = 50th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

**What is the current performance of this Student
Performance Priority?**

Math Achievement High School = 18th Percentile

What is the 2-year (end of 2026-27) measure and target?

CO PSAT = 30th Percentile

What is the 1-year (end of 2025-26) measure and target?

CO PSAT = 24th Percentile

Interim Measure and Target?

NWEA 35% of students will perform at or above the 61st percentile in Math
NWEA 40% of students will perform at or above the 61st percentile in Math

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: English Language Proficiency

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth Middle School = 48th MGP

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 58th MGP

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 53rd MGP

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth Elementary = 43rd MGP

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 55th MGP

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 50th MGP

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth High School = 47th MGP

Interim Measure and Target?

Measurement Dates

Interim Measure and Target?

Measurement Dates

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 57th MGP

Interim Measure and Target?

Measurement Dates

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 52nd MGP

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

36% of K-3 Students were at Benchmark or above in BOY 2025-2026.

What is the 2-year (end of 2026-27) measure and target?

70% of K-3 students will be at DIBELS Benchmark or above at EOY 2027.

What is the 1-year (end of 2025-26) measure and target?

50% of K-3 students will be at DIBELS Benchmark or above at EOY 2026.

What is the current performance of students with a significant reading deficiency (SRD)?

46% of K-3 students have been identified with a SRF as measured by BOY 25-26 DIBELS.

What is the 2-year (end of 2026-27) measure and target?

DIBELS EOY 27= 25% of students have been identified with a SRD.

What is the 1-year (end of 2025-26) measure and target?

DIBELS EOY 26= 35% of students have been identified with a SRD.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS = 43% of K-3 students will be at DIBELS Benchmark or above in MOY 25-26.

On what date will the school measure this interim target?

12 / 19 / 2025

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS MOY 25-26 == 39% of students have been identified with a SRD

On what date will the school measure this interim target?

12 / 19 / 2025

Root Cause Analysis



ELA Growth and Achievement



Align Coaching Supports

Provide a brief description of this Root Cause.

There is a need to better align coaching support with school-level priorities.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

We need to align coaching supports based on our systems level work with instructional coaches and systematize our work PK-12. Based on the findings from several diagnostic reviews related to strategic resource allocation we have identified the need to strategically leverage coaching support.



Professional Development and follow-up support

Provide a brief description of this Root Cause.

There is a need for high-quality professional development and ongoing, actionable feedback for teachers.

Root Cause Category

Teacher Development

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The evidence of how this was selected was because of the diagnostic reviews completed at 3 of our schools and other administrators recognizing the need for high-quality professional development for our staff.



Use of Assessment Data for Continuous Improvement

Provide a brief description of this Root Cause.

The most significant evidence lies in the connection between data use and instructional refinement, particularly through the use of formative assessment. Real-Time Adjustment: Research overwhelmingly supports formative assessment data (e.g., exit tickets, classroom discussions, quick quizzes) as a tool for real-time feedback that allows educators to promptly address misconceptions or learning gaps. This iterative adjustment is the essence of continuous improvement and leads to improved learning outcomes and knowledge retention.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Based on several diagnostic reviews related to overall usage of data, we have identified a need to utilize data more frequently for continuous improvement utilizing more common, frequent formative assessment to drive instruction and also to provide information for our RtI plans through our COMTSS EASI Grant.



Math Achievement and Growth



Align Coaching Supports

Provide a brief description of this Root Cause.

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Root Cause Category

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English Language Proficiency



Need to infuse language development across all classrooms and lessons

Provide a brief description of this Root Cause.

The evidence here is that academic language is universal. Proficiency in academic language is a strong predictor of reading comprehension and overall academic success across all subjects. Difficulty in reading comprehension is often linked to challenges in understanding the specialized language of school texts.

Root Cause Category

Equity

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.



Align Coaching Supports

Provide a brief description of this Root Cause.

There is a need to better align coaching support with school-level priorities.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

We need to align coaching supports based on our systems level work with instructional coaches and systematize our work PK-12. Based on the findings from several diagnostic reviews related to strategic resource allocation we have identified the need to strategically leverage coaching support.

Major Improvement Strategies



Student-Centered Coaching

Major Improvement Strategy Category

Targeted Talent Development

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Our district will train all administrators and instructional coaches in Student-Centered Coaching in 2 days of Professional Development with the work of Diane Sweeney.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support

Describe the evidence/research that supports this Major Improvement Strategy.

Diane Sweeney's Student-Centered Coaching (SCC) model is an evidence-based instructional coaching framework that shifts the focus from "fixing" teachers to collaborating with them to design instruction that targets specific student learning outcomes. The primary goal is to directly impact student achievement through job-embedded professional learning. Key Principles of Student-Centered Coaching The model is built on a foundation of formative assessment and backward design, centering the coaching process on student needs and data. Key practices include: Focus on Student Outcomes: The coaching conversation and goals are always centered on what students will know and be able to do (mastery of standards), rather than solely on what the teacher is doing. Data-Driven Decision Making: Student evidence (formative assessments, student work samples, student conversations, etc.) is used as the primary driver for setting goals, designing instruction, and measuring progress. This move shifts conversations from general impressions to concrete, data-informed planning. Collaborative Partnership: The coach and teacher partner to co-plan, co-teach, and co-reflect. The coach acts as a partner in learning, leveraging the teacher's strengths and promoting a culture of shared ownership and professional growth. Standards-Based Goals: Coaching cycles begin by setting clear, standards-based goals for student learning, often articulated as student-friendly learning targets. Coaching Cycles: The work is organized into structured cycles, typically lasting 4–6 weeks, which include: Setting a standards-based goal for student learning. Collecting and analyzing pre-assessment student evidence. Co-planning and co-teaching instruction based on student needs. Collecting and analyzing post-assessment student evidence to measure impact. Partnering with School Leaders: Successful implementation requires a strong partnership and alignment between the coach and the school principal/district leadership to ensure coaching efforts are tied to school improvement goals.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title II; EASI Grant



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Instructional Coaches utilizing Student-Centered Coaching

Implementation Milestone Date

100% of coaches and administrators will complete day 1 of Student-Centered Coaching . 10 / 30 / 2025

Who will monitor these milestones?

Assistant Superintendent, Principals, Instructional Coaches

100% of coaches and administrators will completed day 2 of Student-Centered Coaching. 01 / 30 / 2026

100% of coaches will complete 2 student-centered coaching cycles. 05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Train instructional coaches and administrators on Student-Centered Coaching	Assistant Superintendent, Curriculum and Instruction	10 / 30 / 2025	10 / 30 / 2025
Train instructional coaches and administrators on Student-Centered Coaching Day 2.	Assistant Superintendent, Curriculum and Instruction	01 / 22 / 2026	01 / 22 / 2026
Meet with instructional coaches monthly to check in on progress with student-centered coaching cycles.	Assistant Superintendent, Curriculum and Instruction	02 / 13 / 2026	05 / 29 / 2026



Use Common Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Across all content areas, teachers will be digging into their common assessments to ensure they are standards-aligned. Teachers will utilize the data to inform instructional practice and student supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Use of Assessment Data for Continuous Improvement

Describe the evidence/research that supports this Major Improvement Strategy.

Paul Bambrick-Santoyo's research, primarily detailed in his books *Driven by Data* and *Leverage Leadership*, frames the use of assessment data as the Data-Driven Instruction (DDI) cycle—a non-negotiable, systemic process for continuous school and instructional improvement. His work provides a practical, evidence-based four-key framework for closing achievement gaps and driving significant student growth. The Data-Driven Instruction (DDI) Cycle Bambrick-Santoyo's continuous improvement model is a short, iterative cycle built on four core steps. The first key is creating high-quality, common interim assessments (given quarterly or every 6-8 weeks) that serve as the roadmap for rigor. Assessments must be common across all teachers of the same subject/grade level to allow for collaborative analysis. The most powerful analysis is done collaboratively by teachers and instructional leaders with the "test in hand" and student work samples present. The action phase focuses on reteaching the specific standards or concepts that students struggled with, moving away from simply finishing the curriculum. Teachers use the data to create flexible small groups for differentiated instruction, targeting their limited time on the specific needs identified. This rigorous, cyclical process has been shown to produce dramatic gains in student performance in diverse school settings by constantly measuring progress and adapting instruction based on evidence.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Improvement in use of common assessments to guide instruction

Implementation Milestone Date

60% of teachers will use a data protocol to analyze and reflect on student data for at least one unit of instruction. 01 / 09 / 2026

Who will monitor these milestones?

Administrators, Lead Improvement Teams, Instructional Leadership Teams

80% of teachers will use student work to assess whether strategies have been effective. 03 / 06 / 2026

80% of data teams will have a strategy toolkit to be used the following year. 05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Administer standards-aligned assessments.	Content Teachers	08 / 13 / 2025	10 / 10 / 2025
Analyze protocols across buildings as an administrative team during an admin meeting.	Admin	10 / 27 / 2025	11 / 28 / 2025
Capture effective instructional strategies and WINS from PLCs at each building	Assistant Superintendent, Principals, LIT, ILT	01 / 09 / 2026	03 / 06 / 2026
Allocate time for teacher teams to share their successes with common assessments	Teachers, Admin, Coaches	03 / 09 / 2026	05 / 15 / 2026



Infuse Language Development Across All Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

There is a need to ensure English language acquisition is supported in all classrooms.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to infuse language development across all classrooms and lessons

Describe the evidence/research that supports this Major Improvement Strategy.

The evidence for infusing language development across all classrooms and lessons is strong, rooted in the understanding that language is the medium of learning and that all teachers are, in effect, language teachers. This approach is essential for boosting academic achievement and ensuring equity for all students, particularly English Language Learners (ELLs). Research overwhelmingly supports infusing language instruction directly into all content-area classrooms (math, science, social studies, etc.) for English Language Learners (ELLs)/Multilingual Learners (MLs). This approach, known as integrated content and language instruction, is crucial because ELLs must learn grade-level content simultaneously with the academic English required to access, discuss, and master it.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers using language development strategies across all classrooms

Who will monitor these milestones?

CLDE Director, Principal

Implementation Milestone	Date
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80% of teachers will work with CLDE director on WIDA Can Do Charts for their students.	10 / 31 / 2025
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100% of Pioneer teachers will learn the Talk, Read, Talk, Write Strategy	01 / 09 / 2026
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80% of teachers will implement a strategy in their classroom that supports language development utilizing a strategy from PLCs.	03 / 06 / 2026
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Action Plan

Action Step	Responsible Party	Start Date	End Date
CLDE Director provides CanDo Charts during PLCs at all buildings	CLDE Director	08 / 13 / 2025	10 / 31 / 2025
CLDE works with schools on the Talk, Read, Talk, Write Strategy	CLDE Director	10 / 15 / 2025	01 / 09 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the District Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
District Board Approval : Local Board Adoption: The local board reviewed and adopted the plan.	District	<input checked="" type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

The BOE will approve all school level UIPs and district level UIPs during the meeting on Monday, October 20th, 2025 due to their regular schedule of meetings.

Attachments

- Final_~V1 Fort Morgan Re-3 UIP 2025-26.pdf



Executive Summary

School Information

School Name	Grades Served	Phone
Baker Elementary School	NA	9703706113
District Name	Website	Description
Fort Morgan Re-3		

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Math growth at Baker decreased significantly last year*

- Inconsistent or Ineffective Use of Data to Inform Instruction
- Lack of Targeted, Differentiated Instruction
- Gaps in Foundational Skills and Lack of Alignment with State Standards

- Data-Driven Interventions
- School wide growth mindset focus with intentional goal setting

- *English Language Arts Growth is consistently low*

- A One-Size-Fits-All Approach to Reading Instruction
- Gaps in Foundational Skills and Misalignment with State Standards
- Limited Student Engagement

- Targeted student data driven instruction
- Professional Development that focuses of students goals

- *Social Emotional Needs*

- Inconsistent Implementation of Social-Emotional Learning (SEL)

- High-Fidelity Implementation

Student Performance Priorities

Student Performance Priority Summary

• **Understanding Our Growth Data**

The CMAS results show that, after a period of strong growth in 2024, our students' academic growth has significantly declined. While last year all of our grades and subjects were growing faster than the state average, this year's results indicate our students are, on average, no longer keeping pace with their peers across Colorado.

- **English Language Arts (ELA):** *Our school-wide Median Growth Percentile (MGP) in ELA dropped from 58 to 42. While our 4th graders' growth remained stable and strong at a 55 MGP, our 5th graders' growth declined sharply from 54.5 to 37.5. This means a large number of our 5th-grade students did not make the academic gains they were projected to make.*
- **Mathematics:** *This is an area of significant concern. Our school-wide math MGP plummeted from 56.5 to just 34. Both our 4th and 5th-grade students saw alarming drops in growth, with 4th grade falling from 59 to 40 and 5th grade dropping to an MGP of 30.5. This is the lowest growth we've seen, and it tells us that the majority of our 5th graders are not making the foundational math progress needed for their future success.*

Our Path Forward

The clear and concerning trend of declining academic growth means we must act with a sense of urgency. We are already conducting a comprehensive review of our instructional strategies and curriculum to understand where we can improve.

- **Targeted Interventions:** *We'll be implementing new, data-driven interventions to address the specific needs identified by these results, particularly in 5th-grade math and ELA.*
- **Curriculum Review:** *We are examining our core curriculum and teaching practices to ensure they are fully aligned with state standards and are effectively challenging our students.*

***Collaborative Effort:** We know that a child's success is a team effort. We will be working closely with our teachers to provide them with the professional development and resources they need to reverse this trend. We also plan to partner more closely with our families to provide tools and strategies to support learning at home.*

Student Performance Priority: Math growth at Baker decreased significantly last year

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

3 4 5

What is the current performance of this Student Performance Priority?

Math Growth: Schoolwide: 2024- 56.5 2025- 34 4th Grade: 2024- 59 2025- 40 5th Grade: 2024- 51 2025- 30.5

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to get our growth back our 2024 number of 56.5

What is the 1-year (end of 2025-26) measure and target?

Our one year goal is to get our growth up to 50 from 34 last year

Interim Measure and Target?

We will be using NWEA to assess interim progress this year. We will specifically look at the correlation data between NWEA and CMAS

Measurement Dates

12 / 19 / 2025

Student Performance Priority: English Language Arts Growth is consistently low

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

3 4 5

What is the current performance of this Student Performance Priority?

ELA Median Growth Percentile: Schoolwide: 2024- 58 2025- 42 4th Grade: 2024- 58 2025- 55 5th Grade: 2024- 54.5

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to get our growth back our 2024 number of 58.

What is the 1-year (end of 2025-26) measure and target?

Our one year goal is to get our growth score to 50

Interim Measure and Target?

We will be using NWEA to assess interim progress this year. We will specifically look at the correlation data between NWEA and CMAS

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Social Emotional Needs

Student Performance Priority Category

Social-Emotional/Trauma-Informed

What group(s) is this Student Performance Priority focused

on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

We have taken steps to improve our tier 1 SEL instruction in all classes. Our biggest step is adding in dedicated SEL time to all grade level schedules. However use of district provided program materials is not as consistent as we would like. We are able to track this based on website usage data.

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to have all classes using Character Strong materials on a daily basis during our SEL time.

What is the 1-year (end of 2025-26) measure and target?

By the end of the year our goal is to have all classes using the SEL time for SEL lessons using any tool available. We will continue to work with staff to increase comfortability and familiarity using Character Strong lessons

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

Perception survey data and website usage data.

05 / 15 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

We currently have 129 students in fourth and fifth grades and 61 are read at or above grade level.

What is the 2-year (end of 2026-27) measure and target?

Currently we have 47% of students after third grade reading at or above grade level. In two years we would like to increase that percentage to 80%.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to increase from 47% to 65% reading at or above grade level.

What is the current performance of students with a significant reading deficiency (SRD)?

We currently have 82 students on READ plans.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

We will use NWEA and DIBELS to assess progress.

On what date will the school measure this interim target?

05 / 15 / 2026

What is the interim measure

On what date will the school

What is the 2-year (end of 2026-27) measure and target?

Within two years we would like to decrease the number of students on READ Plans from 82 to 40.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to decrease the number of students on READ Plans from 82 to 60.

(e.g., tool or assessment) and specific mid-year target?

We will use DIBELS benchmark data to assess our progress on this goal.

measure this interim target?

05 / 15 / 2026

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

We currently have 156 students out of 299 below grade level on NWEA, which is 52 % of our students.

What is the 2-year (end of 2026-27) measure and target?

Within two years we would like to decrease this number to 20% of our students below grade level in math.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to decrease from 52% to 35% of students below grade level

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

We will use NWEA benchmark data to assess our progress on this goal.

On what date will the school measure this interim target?

05 / 15 / 2026

Root Cause Analysis



Math growth at Baker decreased significantly last year



Inconsistent or Ineffective Use of Data to Inform Instruction

Provide a brief description of this Root Cause.

Inconsistent or Ineffective Use of Data to Inform Instruction Evidence from Strategies: The plan emphasizes Data-Driven Interventions and Professional Development on using NWEA data.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: This suggests that teachers may not have a consistent, school-wide process for using assessment data to pinpoint specific student needs. Without targeted data analysis, instruction may be too broad or not focused enough on the foundational skills students are lacking. The training on interpreting NWEA RIT scores directly addresses this. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Lack of Targeted, Differentiated Instruction

Provide a brief description of this Root Cause.

Lack of Targeted, Differentiated Instruction Evidence from Strategies: The plan calls for creating differentiated small groups and providing targeted instruction on foundational skills.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The school recognizes that a one-size-fits-all approach is not working. The low growth scores indicate that instruction is not meeting the diverse needs of students. Some students may need remediation on prior-grade standards, while others may need more complex, challenging content. The small-group model is designed to fix this. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Gaps in Foundational Skills and Lack of Alignment with State Standards

Provide a brief description of this Root Cause.

Gaps in Foundational Skills and Lack of Alignment with State Standards Evidence from Strategies: The plan mentions a focus on "foundational skills" and ensuring the "curriculum will be closely aligned to the Colorado Academic Standards."

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: Low growth in 4th and 5th grade suggests that students may have arrived at these grades without a solid grasp of prerequisite skills from previous grades. The low CMAS scores also imply that there may be a gap between what is being taught in the classroom and what the state standards require.



English Language Arts Growth is consistently low



A One-Size-Fits-All Approach to Reading Instruction

Provide a brief description of this Root Cause.

A One-Size-Fits-All Approach to Reading Instruction Evidence from Strategies: The plan emphasizes Targeted Small-Group Intervention Instruction and the use of NWEA data to identify "specific reading deficits." This suggests that previous instruction may not have been differentiated enough to meet students' individual needs.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: Low growth indicates that students have varying gaps in foundational skills like phonics and fluency, as well as higher-level comprehension and vocabulary. A standard, whole-group curriculum alone isn't sufficient to address these diverse needs. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Gaps in Foundational Skills and Misalignment with State Standards

Provide a brief description of this Root Cause.

Gaps in Foundational Skills and Misalignment with State Standards Evidence from Strategies: The plan focuses on utilizing "95% intervention materials" to improve "foundational skills like phonics and fluency" and ensuring the CKLA curriculum is aligned with the Colorado Academic Standards.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The school recognizes that some 5th-grade students may not have mastered the basic building blocks of reading, which is impacting their ability to comprehend complex texts. The need to review and align the curriculum indicates a potential disconnect between what is taught and what the CMAS assessment requires, which directly affects proficiency and growth.



Limited Student Engagement

Provide a brief description of this Root Cause.

Limited Student Engagement Evidence from Strategies: The plan includes a strategy to use data discussion with students to aid in goal setting and a level - up system for students to increase their engagement in their learning.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The staff believe that lack of student effort and engagement hinders the learning that is taking place in the classroom. When students start to reach their goals, it will also help students to adopt a growth mindset. Student engagement is crucial to student learning success.



Social Emotional Needs



Inconsistent Implementation of Social-Emotional Learning (SEL)

Provide a brief description of this Root Cause.

Inconsistent Implementation of Social-Emotional Learning (SEL): The strategy to ensure High-Fidelity Implementation suggests that in the past, the school either lacked a consistent SEL curriculum or that its implementation varied from classroom to classroom.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

This inconsistency would lead to gaps in student understanding and a disjointed social-emotional experience across the school. The goal to increase website use also points to a need for more consistent engagement with the provided resources. Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.



Reactive, Not Proactive, Behavioral Management

Provide a brief description of this Root Cause.

Reactive, Not Proactive, Behavioral Management: The goal to reduce office discipline referrals and the focus on proactive SEL curricula (like Character Strong) suggest a previous reliance on reactive discipline rather than proactive skill-building. Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The new strategy aims to teach students the skills to manage emotions and build positive relationships, which should reduce the need for disciplinary action in the long run.

Major Improvement Strategies



Data-Driven Interventions

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data-Driven Interventions: Teachers will use NWEA MAP Growth data from fall and winter assessments to identify students' specific areas of weakness and create differentiated small groups. These groups will receive targeted instruction on foundational skills in a pull-out or push-in model.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent or Ineffective Use of Data to Inform Instruction
- Gaps in Foundational Skills and Lack of Alignment with State Standards

Describe the evidence/research that supports this Major Improvement Strategy.

Professional Development: All 4th and 5th-grade teachers will receive training on how to effectively use NWEA data to inform their instruction. This will include learning to interpret RIT scores and using the data to select appropriate instructional resources for each student.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Students setting goals for themselves with teacher assistance

Who will monitor these milestones?

Instructional staff

Implementation Milestone	Date
Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.	05 / 21 / 2027



Action Plan

Action Step	Responsible Party	Start Date	End Date
Display and instruction of the GRIT and Stamina posters school wide	Instructional staff	09 / 15 / 2025	05 / 21 / 2026



School wide growth mindset focus with intentional goal setting

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Growth Mindset: Teachers will promote a growth mindset in their classrooms, encouraging students to see challenges as opportunities to learn and grow. This will help address student attitudes toward math and build confidence. Using goal setting and a level up incentive to push kids to work toward improving their scores. Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent or Ineffective Use of Data to Inform Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Instruction on the meaning of GRIT and Stamina

Who will monitor these milestones?

Instructional staff

Implementation Milestones

Implementation Milestone	Date
Every student has SMART goals set for all NWEA benchmark Assessments	12 / 05 / 2025



Action Plan

Action Step

Individual Goal setting conferences happen by subject with each student

Responsible Party

Instructional staff

Start Date

10 / 17 / 2025

End Date

12 / 05 / 2025



Targeted student data driven instruction

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Targeted Small-Group Intervention Instruction: Teachers will use data from NWEA MAP Growth to identify specific reading deficits in each student, whether in foundational skills like phonics and fluency or higher-level skills like comprehension and vocabulary.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- A One-Size-Fits-All Approach to Reading Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Students will be placed in flexible, small groups to receive targeted instruction on these specific areas.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Student centered instruction based on data

Implementation Milestones

Implementation Milestone	Date
That we see mastery over the lesson a day approach	01 / 06 / 2026

Who will monitor these milestones?

Principal and Instructional Coach



Action Plan

Action Step	Responsible Party	Start Date	End Date
Aligned PLC professional development directed toward designing instruction based on data	Instructional Coach	09 / 26 / 2025	05 / 15 / 2026



Professional Development that focuses of students goals

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data-Driven Professional Development: Teachers will receive ongoing training on how to effectively use NWEA and CMAS data to differentiate instruction and select appropriate instructional materials. Training will also focus on best practices for teaching reading comprehension, such as reciprocal teaching, text-to-text connections, and summarization.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Limited Student Engagement

Describe the evidence/research that supports this Major Improvement Strategy.

Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset..

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers are regularly setting goals with students for all assessments

Implementation Milestone	Date
--------------------------	------

Data Discussions: Teachers will have data discussions

Who will monitor these milestones?

Instructional Staff

with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.



Action Plan

Action Step

Students have set goals based on the provided templates.

Responsible Party

Instructional staff

Start Date

10 / 03 / 2025

End Date

05 / 15 / 2026



High-Fidelity Implementation

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

High-Fidelity Implementation: School leadership will ensure all staff are trained in both the Capturing Kids' Hearts and Character Strong curricula.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent Implementation of Social-Emotional Learning (SEL)

Describe the evidence/research that supports this Major Improvement Strategy.

Regular professional learning community (PLC) meetings will be used for teachers to share best practices, discuss challenges, and ensure consistent application of the programs' strategies across all classrooms.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestone Date

What improvement do you expect to see in adult behaviors or school systems?

Staff utilizing online programs daily

Who will monitor these milestones?

Principal and School Counselor

Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.

10 / 03 / 2025



Action Plan

Action Step

Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates implementation

Responsible Party

Instructional staff

Start Date

08 / 12 / 2025

End Date

05 / 15 / 2026



Data analysis and planning

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data Analysis and Action Planning: The school's SEL team will regularly review the perception survey results and website usage data. These data points will be used to identify areas of strength and areas needing improvement, informing targeted interventions for specific grades or classrooms.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Reactive, Not Proactive, Behavioral Management

Describe the evidence/research that supports this Major Improvement Strategy.

Visible School-Wide Culture: Baker Elementary will create a unified school-wide culture that reinforces the core principles of both programs. This includes establishing consistent school-wide greeting rituals, posting Social Contracts in every classroom, and publicly recognizing students and staff for demonstrating kindness, empathy, and positive character traits.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff	05 / 15 / 2026

What improvement do you expect to see in adult behaviors or school systems?

Perception surveys and behavior data.

Who will monitor these milestones?

Principal and School Counselor

actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation.



Action Plan

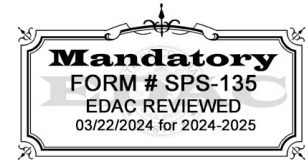
Action Step	Responsible Party	Start Date	End Date
Review CKH survey data for fall, winter, and spring	Principal	08 / 15 / 2025	05 / 15 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input type="checkbox"/> I agree

Attachments

- Final_~V1 Baker Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Columbine Elementary School

Grades Served

NA

Phone

9708677418

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Columbine Elementary serves about 430 students in 1st through 5th grade. Columbine houses the district's elementary Dual Language Immersion program, in which students half of their school day learning in Spanish and the other half learning in English. Half of the classes at Columbine, 2 per grade level, participate in Dual Language, while the other 2 classes per grade level are traditional elementary classes. Columbine's staff includes 20 classroom teachers, 1 special education teacher, 2 reading interventionists, 1 CLD teacher, 2.5 specials teachers, 1 counselor, 1 instructional coach, 15 paraprofessionals, 1 health aide, 1 administrative assistant, 1 TOSA/dean, and the principal.

School Contact Information

Name: Simone Carruth

Title: Principal

Phone: 970-867-7418

Email: simone.carruth@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *ELA growth for the past two years is increasing but achievement is flat.*

- Family Involvement
- Tier 1 Instruction

- Academic Parent Teacher Teams
- Differentiation

- *Math growth and achievement for the past two years is declining.*

- Tier 1 Instruction
- Family Involvement

- Differentiation
- Academic Parent Teacher Teams

Student Performance Priorities

Student Performance Priority Summary

- CMAS data indicates that, while ELA achievement growth has increased for the last two years, achievement has remained flat. Growth and achievement are below the state average. Math growth and achievement for the last two years are declining and both are below the state average.

Student Performance Priority: ELA growth for the past two years is increasing but achievement is flat.

Student Performance Priority Category

Student engagement

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

1 2 3 4 5

What is the current performance of this Student Performance Priority?

CMAS Mean Scale Score of 728 - 24th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Score Mean Scale Score of 735 - 37th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Mean Scale Score of 730 - 30th percentile

What is the current performance of this Student Performance Priority?

Academic growth in ELA is in the 42nd percentile

What is the 2-year (end of 2026-27) measure and target?

Academic growth in ELA will be the 65th percentile

What is the 1-year (end of 2025-26) measure and target?

Academic growth in ELA will be the 55th percentile

Interim Measure and Target?

NWEA Reading achievement will be at the 61st percentile
DIBELS SRD students will be 20% of the student population

Measurement Dates

12 / 12 / 2025
12 / 05 / 2025

Interim Measure and Target?

NWEA mean growth percentile will be at the 65th percentile

Measurement Dates

12 / 12 / 2025

Student Performance Priority: Math growth and achievement for the past two years is declining.

Student Performance Priority Category

Equitable Practices

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

Free/Reduced Eligible Lunch English Learners/Multi-Language Learners

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

1 2 3 4 5

What is the current performance of this Student Performance Priority?

FRL CMAS Mean Scale Score of 725 - 27th percentile

What is the 2-year (end of 2026-27) measure and target?

FRL CMAS Mean Scale Score of 735 - 52nd percentile

What is the 1-year (end of 2025-26) measure and target?

FRL CMAS Mean Scale score of 730 - 40th percentile

What is the current performance of this Student Performance Priority?

MLL CMAS Mean Scale Score of 720 - 16th percentile

What is the 2-year (end of 2026-27) measure and target?

Interim Measure and Target?

NWEA Math achievement will be at the 61st percentile

Measurement Dates

12 / 12 / 2025

MLL CMAS Mean Scale Score of 730 - 39th percentile

What is the 1-year (end of 2025-26) measure and target?

MLL CMAS Mean Scale Score of 725 - 26th percentile

Interim Measure and Target?

NWEA Math mean growth will be at the 65th percentile

Measurement Dates

12 / 12 / 2025

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

38% of students were above expectations and 23% of students met expectations for a total of 61% at or above.

What is the 2-year (end of 2026-27) measure and target?

70% of third grade students are at or above expectations by the end of grade 3

What is the 1-year (end of 2025-26) measure and target?

65% of third grade students are at or above expectations by the end of grade 3

What is the current performance of students with a significant reading deficiency (SRD)?

25% of students are SRD: 34% of 1st graders, 22% of 2nd graders, 17% of 3rd graders

What is the 2-year (end of 2026-27) measure and target?

15% of students are SRD

What is the 1-year (end of 2025-26) measure and target?

20% of students are SRD

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELs - 60% of third grade students are at or above expectations

On what date will the school measure this interim target?

12 / 05 / 2025

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELs students at SRD will be 20% of students

On what date will the school measure this interim target?

12 / 05 / 2025

Math Acceleration Targets

What is the current performance of

students below grade level or struggling in math?

32% of students are scoring in below the 40th percentile in NWEA math assessments.

What is the 2-year (end of 2026-27) measure and target?

80% of students will score above the 40th percentile in NWEA math assessments.

What is the 1-year (end of 2025-26) measure and target?

75% of students will score above the 40th percentile in NWEA math assessments

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

NWEA Maps math achievement will be in the 61st percentile

On what date will the school measure this interim target?

12 / 12 / 2025

Root Cause Analysis



ELA growth for the past two years is increasing but achievement is flat.



Family Involvement

Provide a brief description of this Root Cause.

Families feel connected to and invested in Columbine. Family nights, parent-teacher conferences, and cultural events are well attended. Newsletters are sent out monthly to keep parents informed about events at the school. Remind and Dojo are utilized for two-way communication. Survey data indicates that parents would like to help more with academics but are uncertain how to help.

Root Cause Category

Family/community engagement

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

25% of families responded to a survey indicating that they are welcome and belong at Columbine but do not know how to support their students academically. A team including parents, community members, the instructional coach, the counselor, and the principal reviewed the survey results and believed them to be accurate. A survey of classroom teachers revealed that there is much communication about school events and behavior, but not as much regarding academics.



Tier 1 Instruction

Provide a brief description of this Root Cause.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is

necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Data cycles indicate that while the majority of students are on target with ELA instruction, small groups in every class are struggling to master content with whole group instruction and individual or partner worktime. Incorporating small group differentiation will provide direct instruction to meet individual student academic need.



Math growth and achievement for the past two years is declining.



Tier 1 Instruction

Provide a brief description of this Root Cause.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Teachers have mastered the Envision math curriculum and are adept at using data cycles to understand student mastery. Teachers have expressed difficulty in reteaching small groups, continuing instruction for on-target kids, and managing the class all at the same time.



Family Involvement

Provide a brief description of this Root Cause.

Families feel connected to and invested in Columbine. Family nights, parent-teacher conferences, and cultural events are well attended. Newsletters are sent out monthly to keep parents informed about events at the school. Remind and Dojo are utilized for two-way communication. Survey data indicates that parents would like to help more with academics but are uncertain how to help.

Root Cause Category

Family/community engagement

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

25% of families responded to a survey indicating that they are welcome and belong at Columbine but do not know how to support their students academically. A team including parents, community members, the instructional coach, the counselor, and the principal reviewed the survey results and believed them to be accurate. A survey of classroom teachers revealed that there is much communication about school events and behavior, but not as much regarding academics.

Major Improvement Strategies



Differentiation

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Tier 1 Instruction
- Tier 1 Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Data cycles indicate that while the majority of students are on target with math instruction, small groups in every class are struggling to master content with whole group instruction and individual or partner worktime. Incorporating small group differentiation will provide direct instruction to meet individual student academic need.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Implementation Milestone Date

Small group, differentiated instruction in math and ELA

100% of writing classes will utilize writing groups daily to differentiate instruction 10 / 10 / 2025

Who will monitor these milestones?

Instructional coach, principal

100% of math classes will utilize small group instruction twice a week within the math class 01 / 05 / 2027



Action Plan

Action Step	Responsible Party	Start Date	End Date
Professional Development in small group creation and management in writing	Principal, Instructional Coach	08 / 08 / 2025	08 / 08 / 2025
Professional Development in using AI to help create meaningful independent group work	Instructional Coach	09 / 08 / 2025	09 / 08 / 2025
Data Cycles initiated for math and ELA	Instructional Coach	09 / 30 / 2025	08 / 08 / 2025
Professional Development in utilizing small group instruction in the math classroom	Principal, Instructional Coach	11 / 10 / 2025	11 / 10 / 2025
Instructional coaches include small grouping within coaching cycles	Instructional Coaches	09 / 09 / 2025	05 / 29 / 2026



Academic Parent Teacher Teams

Major Improvement Strategy Category

Family and Community Engagement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The teacher teams have identified high leverage areas that families can work with students on. Family nights will be centered on learning the games and setting goals. Parent Teacher conferences will focus on setting goals and reviewing progress to those individual goals.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Family Involvement

Describe the evidence/research that supports this Major Improvement Strategy.

Students whose families are engaged in their learning and academic progress are shown to have better academic outcomes. Providing families with ways to help at home is a need that has been expressed by families and teachers both. According to the Colorado Department of Education, FCSP is a high impact strategy. CDE names the 4 steps to implementing a comprehensive, school-wide FSCP plan as: Create an

Inclusive Culture, Build Trusting Relationships, Design Capacity-Building Opportunities, and Dedicate Necessary Resources. Columbine families agree that the culture is inclusive and trust has been built. The APTT are intended to focus on the last two steps: building capacity and dedicating resources.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I; Other (foundation grant, etc.)



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Involving families in supporting specific academic goals

Implementation Milestone

Date

100% of families have set goals with the teacher and received materials

10 / 27 / 2025

Who will monitor these milestones?

Principal, teachers

100% of families have reviewed student progress toward goals with teachers

02 / 23 / 2026



Action Plan

Action Step

Responsible Party

Start Date

End Date

Identifying high leverage math and ELA skills for families to practice

Classroom teachers

09 / 08 / 2025

09 / 08 / 2025

Small group parent meeting (CSIT team)

Instructional Coach

10 / 02 / 2025

05 / 29 / 2026

Family night to teach games to practice skills

Principal, Instructional Coach, School staff

10 / 16 / 2025

10 / 16 / 2025

Give families kits and set goals for skill practice

Classroom teachers, instructional coach

10 / 27 / 2025

10 / 27 / 2025

Family night to introduce new games, next steps for same skills

School staff

01 / 30 / 2026

01 / 30 / 2026

Review growth toward individual goals established in October

School staff

02 / 23 / 2026

02 / 23 / 2026

Assurances & Requirements

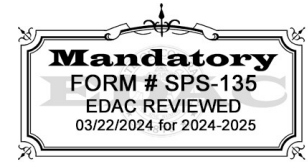
Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

The UIP does serve as the Title I Schoolwide plan and Columbine will meet the requirements of such.

Attachments

- Final_~V2 Columbine Elementary School UIP 2025-26.pdf
- Final_~V1 Columbine Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Green Acres Elementary School

Grades Served

NA

Phone

9708675460

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Green Acres is a 1st - 5th grade elementary in the town of Fort Morgan, in Northeastern Colorado serving approximately 300 students. We are one of four elementary schools in the Fort Morgan School district, which serves approximately 3400 students. There are 21 certified teachers, two instructional coaches, one full time counselor, one occupation therapist, two speech pathologists, and nine paraprofessionals. In Morgan County, our biggest employers are agriculture and beef packing industries. Our population includes many refugees, migrant, immigrant, and second language students. Our Free/Reduced lunch percentage averages around 57%. Currently our school is comprised of 54% Hispanic, 38% White, 5% Black, 1% Asian, 1% multiple races, and less than 1% Native Americans. The special services we provide at Green Acres include special education, ELD, reading intervention, gifted and talented, full time school based counseling and on site dental services through Salud dental. Title I grant funding as well as READ Act money is utilized to support student achievement. Spring of 2024, EASI Grant funding was utilized for a diagnostic review and facilitated planning support.

School Contact Information

Name: Carol Francone

Title: Principal

Phone: 9708675460

Email: carol.francone@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**

- *ELA Growth*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need to refine data driven instructional practices in ELA.
- Need for instructional leadership in ELA.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Routine, Structured Data Conversations focused on Reading Growth

- *ELA Achievement*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need to refine data driven instructional practices in ELA.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Routine, Structured Data Conversations focused on Reading Growth

- *Math Growth*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need for strategic use of high-quality instructional materials.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Align Curriculum-based Math Assessments with Colorado Academic Standards

- *Math Achievement*



- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need for strategic use of high-quality instructional materials.



- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Align Curriculum-based Math Assessments with Colorado Academic Standards

Student Performance Priorities

Student Performance Priority Summary

• Current Performance for ELA

Achievement: CMAS - ELA

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	728.8	724.8	737.7	724.9	734	718.8	730.5	706	731.3
2023-2024	717.7	710.9	728.9	711.6	726.9	701.2	722.2	684.2	724.2
2024-2025	724.2	716.8	734.9	717.8	734.8	708.7	730.6	681.5	731.7

Summary

This table presents ELA performance data for various student subgroups over three academic years, from 2022-2023 to 2024-2025. The overall performance for "All Students" shows a decline from 2022-2023 to 2023-2024, followed by a slight rebound in the 2024-2025 school year. Significant performance gaps are evident between some subgroups; for example, in 2024-2025, Non-FRL students scored an average of 18.1 points higher than FRL students, and Non-minority students scored 17 points higher than Minority students.

Growth: CMAS - ELA

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	46	44	54	46	46.5	45	46	n=<20	44

2023-2024	26.5	23	32.5	24	31	n=<20	28	n=<20	25.5
2024-2025	59.5	52	62	55.5	62.5	56	60	n=<20	62.5

Summary

Based on the provided data, average ELA growth scores for All Students dropped significantly from 46 in 2022-2023 to 26.5 in 2023-2024, before rebounding sharply to 59.5 in 2024-2025, the highest score in the three-year period. In the most recent year, a substantial gap existed between some subgroups, with Non-FRL students achieving a 10-point higher growth score than FRL students. While many subgroups saw improvement in 2024-2025, the data for several groups, including Minority and Non-IEP students, was either missing or based on a very small sample size.

Achievement: NWEA Reading - (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	46th Percentile	20th Percentile	37th Percentile	63rd Percentile
2023-2024	48th Percentile		43rd Percentile	57th Percentile
2024-2025	47th Percentile	52nd Percentile	47th Percentile	58th Percentile

Summary

Based on the provided data, average NWEA ELA achievement for All Students remained relatively stable over the three-year period, hovering between the 46th and 48th percentile. While the overall trend was flat, two significant shifts occurred within subgroups. The most notable change was the dramatic improvement for ELL students, whose achievement percentile more than doubled from the 20th percentile in 2022-2023 to the 52nd percentile in 2024-2025. Additionally, the achievement gap between White and Hispanic students was significantly reduced, decreasing from 26 percentile points in 2022-2023 to 11 points in 2024-2025. This data is higher than the state level data in which achievement is lower, just above the approaching score.

Growth: NWEA - Reading (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	52nd Percentile	44th Percentile	51st Percentile	59th Percentile
2023-2024	51st Percentile		49th Percentile	51st Percentile
2024-2025	52nd Percentile	18th Percentile	35th Percentile	58th Percentile

Summary

Based on the provided data, overall NWEA ELA growth scores for All Students remained stable over the three-year period, consistently at or near the 52nd percentile. In stark contrast, ELL students experienced a significant drop in

growth, falling from the 44th percentile in 2022-2023 to the 18th percentile in 2024-2025. Similarly, the growth gap between White and Hispanic students, which had nearly closed in 2023-2024, widened dramatically to 23 percentile points in 2024-2025. Growth was higher on the state level data for all students on CMAS ELA at the 56th percentile for all students.

Current Performance for Math

Achievement: CMAS - Math

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	725.5	719.1	740.5	719.8	733.5	713	728.1	713.1	726.8
2023-2024	716.9	710.4	727.6	713.3	722.7	708.7	719.3	689.4	722.2
2024-2025	720.6	713.4	730.6	714.6	730.6	708.9	725.8	687.1	726.3

Summary

Based on the provided data, overall CMAS Math achievement for All Students declined from 2022-2023 to 2023-2024 but rebounded slightly in 2024-2025. Significant achievement gaps persist between subgroups, with Non-FRL students consistently outperforming FRL students. Most notably, the achievement gap between IEP and Non-IEP students has widened considerably over the three years, reaching a difference of over 39 points in 2024-2025.

Growth: CMAS - Math

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	37.0	35	57	25	57	n=<20	38.5	n=<20	35.5
2023-2024	28.0	27.0	33	29.0	27	n=<20	30	n=<20	28.5
2024-2025	52.0	57	61	45	57	56	51	n=<20	56

Summary

Based on the provided data, overall CMAS Math growth scores for All Students dropped from 37.0 in 2022-2023 to 28.0 in 2023-2024, but rebounded sharply to 52.0 in 2024-2025. This strong recovery in the most recent year was particularly notable among FRL students, as the growth gap between them and Non-FRL students narrowed from 22 points to just 4 points. While some data points for ELL and IEP students were missing, scores for all other subgroups increased significantly in 2024-2025.

Achievement: NWEA - Math (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	47th Percentile	35th Percentile	42nd Percentile	
2023-2024	49th Percentile	34th Percentile	43rd Percentile	69th Percentile
2024-2025	42nd Percentile		31st Percentile	59th Percentile

Summary

After a slight gain from 2022-2023 to 2023-2024, the overall NWEA Math achievement for All Students declined significantly in 2024-2025, falling to the 42nd percentile. This decline was particularly pronounced for Hispanic students, whose achievement dropped from the 43rd to the 31st percentile, widening the gap with White students to 28 points. Data for ELL students was unavailable for the 2024-2025 school year. CMAS Math achievement was just at approaching and slightly below NWEA data.

Growth: NWEA - Math (%at grade level)

	All Students	ELL	Hispanic	White
2022-2023	46th Percentile	57th Percentile	46th Percentile	
2023-2024	52nd Percentile	54th Percentile	48th Percentile	57th Percentile
2024-2025	47th Percentile		40th Percentile	48th Percentile

Summary

Overall NWEA Math growth scores for All Students showed a slight increase from 2022-2023 to 2023-2024 before declining in 2024-2025 to a level similar to the starting point. Both Hispanic and White students experienced a decline in growth in the final year, with scores falling to the 40th and 48th percentiles, respectively. ELL student growth also showed a slight decline from 2022-2023 to 2023-2024, and data for this group was unavailable for the 2024-2025 school year. CMAS Math growth demonstrated a larger growth percentile, at just below the 60th percentile.

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

59th MGP on CMAS

What is the 2-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 70 on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, the median growth percentile will be 65 on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA 60th MGP
NWEA 65th MGP

12 / 19 / 2025
05 / 22 / 2026

Student Performance Priority: ELA Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

18th percentile in the state on CMAS

What is the 2-year (end of 2026-27) measure and target?

By May 2027, we will be at the 35th percentile in the state on CMAS

What is the 1-year (end of 2025-26) measure and target?

By May 2026, we will be at the 26th percentile in the state on CMAS

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA - 40% of students will perform at or above the 61st percentile
NWEA - 45% of students will perform at or above the 61st percentile

12 / 19 / 2025
05 / 22 / 2026

Student Performance Priority: Math Growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

52nd MGP on CMAS

What is the 2-year (end of 2026-27) measure and target?

In May 2026, the MGP will be at 70 on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, the MGP will be at 65 on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

NWEA - MPG will be at 56%
NWEA - MPG will be at 65%

Measurement Dates

12 / 22 / 2025
05 / 22 / 2026

Student Performance Priority: Math Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

18th percentile in the state on CMAS

What is the 2-year (end of 2026-27) measure and target?

May 2027, math achievement will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, math achievement will be at the 26th percentile in the state on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

NWEA - 40% of students will perform at or above the 61st percentile
NWEA - 45% of students will perform at or above the 61st percentile

Measurement Dates

12 / 19 / 2026
05 / 22 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

There are currently 50 students identified having an SRD in 1st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2026-27) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 40 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the 1-year (end of 2025-26) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the current performance of students with a significant reading deficiency (SRD)?

There are currently 50 students in 1st -3rd grades identified having an SRD who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2026-27) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 40 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the 1-year (end of 2025-26) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS 8 - Composite Score	12 / 19 / 2025
DIBELS 8 - Composite Score	05 / 22 / 2026

On what date will the school measure this interim target?

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS 8 - Composite Score	12 / 19 / 2025
DIBELS 8 - Composite Score	05 / 22 / 2026

On what date will the school measure this interim target?

Root Cause Analysis



ELA Growth



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to strengthen schoolwide behavior support systems.

Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to refine data driven instructional practices in ELA.

Provide a brief description of this Root Cause.

As we implement new instructional materials, we need to continue to identify and address the needs of individual and small groups of students using data.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge,

teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for instructional leadership in ELA.

Provide a brief description of this Root Cause.

We need a common vision for instruction and use of assessment in ELA.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



ELA Achievement



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



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Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

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Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



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Provide a brief description of this Root Cause.

As we implement new instructional materials, we need to continue to identify and address the needs of individual and small groups of students using data.

Root Cause Category

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Math Growth



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review

might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



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Need for strategic use of high-quality instructional materials.

Provide a brief description of this Root Cause.

We need to use our high-quality instructional materials strategically to address Colorado Academic Standards and student's needs and strengths.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Math Achievement



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Root Cause Category

Instruction

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Major Improvement Strategies



Continuous Improvement Routines that Leverage Shared Instructional Leadership

Major Improvement Strategy Category

Continuous Improvement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will work with our Instructional Leadership Team and Lead Improvement Team to implement continuous improvement routines. This will include structured monthly ILT meetings focused on elevating teacher voice in identifying barriers and drivers that impact the school's ability to meet implementation benchmarks, and quarterly LIT meetings focused on using implementation data and student data to determine whether implementation benchmarks have been met and to identify necessary adjustments to action steps.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership for continuous improvement.

Describe the evidence/research that supports this Major Improvement Strategy.

Instructional leadership teams and lead improvement teams reflect an investment in shared leadership. Shared instructional leadership is grounded in the recognition that effective leadership is not confined to a single individual but is instead a shared responsibility that extends throughout an organization (Gronn, 2002). Research suggests a positive correlation between shared instructional leadership and improved student learning outcomes (Leithwood et al., 2008). Shared leadership capitalizes on the expertise, insights, and contributions of teachers and other stakeholders (Flessa, 2009). Shared instructional leadership fosters a culture of continuous improvement and innovation (Park & Datnow, 2009). This strategy is a good fit for Green Acres Elementary School because we have an instructional leadership team that meets regularly, we have clear priorities, implementation benchmarks, and student targets, and we have quarterly facilitated improvement cycles funded through the EASI grant early implementation funds that are currently contributing to positive results at multiple schools in our district.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Development of ILT and LIT</p> <p>Who will monitor these milestones?</p> <p>Principal</p>	100% of instructional leadership team and lead improvement team members will communicate that they understand school level priorities, goals, and action plans for achieving goals.	11 / 01 / 2025
	90% of instructional leadership team and lead improvement team members will communicate that they understand their role in the continuous improvement process as measured by survey data.	01 / 09 / 2026
	100% of instructional leadership team and lead improvement team members will report that discussions are focused on goal attainment, collaborative problem solving, and continuous improvement.	03 / 06 / 2026
	100% of instructional leadership team and lead improvement team members will report that the teams engage in improvement cycles that use implementation data and achievement data to inform next steps in the improvement process.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create a calendar of ILT meetings that takes into account the availability of interim assessment data and improvement cycles/implementation benchmarks.	Principal	09 / 15 / 2025	11 / 01 / 2025
2. Recruit and onboard LIT members.	Principal	09 / 15 / 2025	11 / 01 / 2025
3. Give ILT an overview of improvement cycle work and clarify the role of ILT in helping lead improvement cycles.	ONWARD Education Consulting	09 / 15 / 2025	11 / 01 / 2025
4. Facilitate a process with ILT and LIT to ensure they			

understand priorities, student achievement goals, major improvement strategies, implementation benchmarks, and action steps.	ONWARD Education Consulting	09 / 15 / 2025	11 / 01 / 2025
6. Create or identify a continuous improvement cycle protocol/agenda to guide ILT monthly discussions, with a focus on short-cycle goals, available student data, and implementation benchmarks.	Principal, ONWARD Education Consulting	11 / 02 / 2025	01 / 08 / 2026
5. Share LIT and ILT Improvement Cycles Roles document with ILT and LIT members and facilitate a process for them to unpack the roles.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 08 / 2026
7. At the November and December ILT meetings, use continuous improvement cycle protocol/agenda to guide monthly discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers.	Principal	11 / 03 / 2025	01 / 08 / 2026
8. At the January ILT and LIT meetings, use continuous improvement cycle protocol/agenda to review NWEA data and evaluate progress on January implementation benchmarks. Review March implementation benchmarks and adjust action steps as necessary.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 08 / 2026
9. Administer a survey to assess role clarity of ILT and LIT members. Adjust processes and protocols as necessary based on perception data.	Principal	11 / 03 / 2025	01 / 08 / 2026
10. At the February ILT meeting, use continuous improvement cycle protocol/agenda to guide monthly discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers impacting progress.	Principal	01 / 12 / 2026	03 / 06 / 2026
11. Administer staff-wide survey to understand staff perceptions about school priorities. Analyze survey responses at March ILT and LIT meetings.	Principal	01 / 12 / 2026	03 / 06 / 2026
12. Create and administer survey to ILT and LIT members to assess the degree to which they perceive that discussions are focused on goal attainment, collaborative problem solving, and continuous improvement. Adjust processes and protocols based on data.	Principal	01 / 12 / 2026	03 / 06 / 2026
13. At combined March ILT/LIT meeting, use continuous improvement cycle protocol to evaluate progress. Review staff survey data and use to inform next steps. Evaluate whether implementation benchmarks have been met. Identify drivers and barriers.	Principal	01 / 12 / 2026	03 / 06 / 2026
14. At the March LIT meeting, use continuous improvement cycle protocol/agenda to evaluate progress on March implementation benchmarks. Review May implementation benchmarks and adjust action steps as necessary.	ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
15. At the April ILT meeting, use continuous improvement cycle protocol/agenda to guide monthly			

discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers impacting progress.

Principal

03 / 09 / 2026

05 / 15 / 2026

16. At the May ILT and LIT meetings, use continuous improvement cycle protocol/agenda to review NWEA data and evaluate progress on May implementation benchmarks. Review updated root causes and identify priorities for 2026-2027 school year. Identify imp

ONWARD Education Consulting, Principal

03 / 09 / 2026

05 / 15 / 2026

17. Create and administer survey for ILT/LIT members to assess perceptions about how teams engage in improvement cycles that use implementation data and achievement data to inform next steps in the improvement process. Adjust processes & protocols.

Principal

03 / 09 / 2026

05 / 15 / 2026



Routine, Structured Data Conversations focused on Reading Growth

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The principal will meet one-on-one with teachers routinely to engage in structured data conversations focused on student growth in Reading. The cyclical approach will allow the principal to better understand instruction, teacher needs, and the needs of students and to allocate resources accordingly. The approach will allow teachers highly-differentiated support from the principal and follow-up support as they implement targeted supports to address the reading needs of individual students.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to refine data driven instructional practices in ELA.
- Need for instructional leadership in ELA.

Describe the evidence/research that supports this Major Improvement Strategy.

Focusing the principal's time on frequent, structured data conversations with teachers allows for explicit links between leadership moves and achievement results (Piercy, 2007). This approach also helps position the principal as an instructional leader (Piercy, 2007). Embedding concrete student-level data in each conversation aligns with IES recommendations that schools create ongoing cycles of data use to refine instruction (Hamilton et al., 2009). When data conversations generate specific practice changes and follow-up support, instruction and student achievement are improved (Kraft, Blazar, & Hogan, 2018). This strategy is a good fit for Green Acres for several reasons. First, it allows the principal to better understand schoolwide instructional practices and their impact on student achievement and to adjust resources based on this knowledge. Second, it allows the principal to evaluate the impact of newly adopted instructional materials in ELA. Finally, it allows the new principal one-on-one time to build relationships with teachers focused on student achievement to shift the school's data culture.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Improved Use of Reading Data and Aligned Supports

Who will monitor these milestones?

Principal, ILT, LIT

Implementation Milestone	Date
100% of ELA teachers and school leaders will use student level data to identify individual student benchmarks and annual student-level goals in ELA.	10 / 31 / 2025
100% of ELA teachers and school leaders will complete 2-3 rounds of data check-ins with the principal.	01 / 09 / 2026
100% of ELA teachers and school leaders will complete 5+ rounds of data check-ins since launch.	03 / 06 / 2026
100% of ELA teachers will complete 7 rounds of data check-ins since launch.	05 / 15 / 2026



Action Plan

Action Step

Responsible Party

Start Date

End Date

1. Create a structured check-in calendar that takes into account the availability of fresh progress monitoring data in ELA.

Principal

09 / 15 / 2025

10 / 31 / 2025

2. Share calendar with staff.

Principal

09 / 15 / 2025

10 / 31 / 2025

3. Share rationale, process, protocol, and tools for structured check-ins with staff. Emphasize that each check-in ends with a specific teacher move and a follow-up check-in date.

Principal

09 / 15 / 2025

10 / 31 / 2025

4. Confirm 1st round meetings with teachers.

Principal

09 / 15 / 2025

10 / 31 / 2025

5. Use teacher collaboration time to facilitate a process where teachers set annual goals for each individual

student and backward map progress-monitoring goals for each student.	Principal	09 / 15 / 2025	10 / 31 / 2025
6. Share annual and progress-monitoring goals with all families, including K-3, and ask for input.	Principal	09 / 15 / 2025	10 / 31 / 2025
7. Create a protocol to guide meetings: students of focus, review of current progress vs. goal, surface likely causes of gap, identify 1-2 high leverage moves, create action plans, schedule follow-up.	ONWARD Education Consulting, Principal	11 / 03 / 2025	01 / 09 / 2026
8. Use protocol with each teacher following each progress-monitoring cycle.	Principal	11 / 03 / 2025	01 / 09 / 2026
9. Use trends in student needs to allocate/re-allocate support for teachers (including Student-Centered Coaching), groups of students and individual students.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 09 / 2026
10. Implement and monitor targeted action plan and adjusted supports.	Principal	11 / 03 / 2025	01 / 09 / 2026
11. Document results of targeted actions and supports to inform future supports and associated resource allocation.	Principal	11 / 03 / 2025	01 / 09 / 2026
12. Collect perception data from teachers about effectiveness of process. Adjust based on feedback.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 09 / 2026
13. Continue to implement steps 8 - 12 for next improvement cycle.	Principal, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
14. Continue to implement steps 8-12 for next improvement cycle.	Principal, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
15. Review documented results from year-long check-ins to determine which approaches and supports led to greatest gains. Allocate resources to leverage those approaches for the 2026-2027 school year.	Principal, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026



Align Curriculum-based Math Assessments with Colorado Academic Standards

Major Improvement Strategy Category

Assessment & Assessment Systems

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will raise awareness of Colorado Academic Standards in math while better understanding how to strategically use our math instructional materials by aligning unit assessments with standards during teacher collaboration time.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for strategic use of high-quality instructional materials.

Describe the evidence/research that supports this Major Improvement Strategy.

Research by Ketterlin-Geller et al. (2008) found that curriculum alignment significantly correlates with improved student performance in mathematics. A study by Lane et al. (2004) discusses the role of curriculum alignment in promoting equity in assessment practices. Coburn and Turner (2011) explored how professional development initiatives that emphasize alignment lead to better instructional practices among teachers. Wiggins and McTighe (2005) in "Understanding by Design" emphasize the importance of backward design, which starts with the desired learning outcomes and aligns assessments accordingly. A sound structure that guides teams of teachers in developing tightly aligned units of instruction, focused on alignment between the stated curriculum, taught curriculum, and assessed curriculum, has the potential to significantly improve student performance (Westerberg, 2016). This strategy is a good fit for Green Acres Elementary School because we have recently adopted math instructional materials that teachers have been trained to use. Our next step is to align the curriculum-based assessments with standards to inform instruction. We have PLC time available to us for this work. Next year, we will engage in a similar process using ELA instructional materials that we began implementing during the 2025-2026 school year.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?		
Awareness of Math Standards and Intentionally Aligned Unit Assessments	100% of grade level PLCs will align quarter 2 Math assessments to Colorado Academic Standards.	11 / 21 / 2025
Who will monitor these milestones?		
Principal, ILT, LIT	100% of grade level PLCs will align quarter 3 Math assessments to Colorado Academic Standards.	01 / 09 / 2026
	100% of grade level PLCs will align quarter 4 Math assessments to Colorado Academic Standards.	03 / 06 / 2026
	100% of grade level PLCs will align quarter 1 Math assessments to Colorado Academic Standards.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create or identify a protocol for identifying standards in instructional materials and aligning to grade level expectations from state standards.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
2. Create or identify a tool to capture necessary adjustments to end of unit assessments and instructional materials to align with grade level expectations from state standards.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
3. Repurpose weekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal	09 / 15 / 2025	11 / 21 / 2025
4. Lead grade level teams in a facilitated process to align end of unit assessments and instructional materials with grade level expectations from state standards for the second quarter units.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
5. Administer and analyze end of unit assessments to determine skills for review and reteaching. Create lesson plans for review and reteaching to be implemented in classrooms.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
6. Document necessary adjustments.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
7. Identify and implement necessary process adjustments based on feedback from grade level teams and instructional leadership team.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
8. During improvement cycle 2, implement steps 4-7 for third quarter units.	Principal, Coach, ONWARD Education Consulting	11 / 24 / 2025	01 / 09 / 2026
9. At family nights, convene parents of students in grades 1-3 to learn activities to foster early numeracy skills.	Principal, Coach	11 / 24 / 2025	03 / 06 / 2026
10. During improvement cycle 3, implement steps 4-7 for fourth quarter units.	Principal, Coach, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
11. During improvement cycle 4, implement steps 4-7 for first quarter (2026-2027) units.	Principal, Coach, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026



MTSS for Social-Emotional Learning

Major Improvement Strategy Category

Social Emotional Learning Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will focus on creating a consistent Tier 1 for social emotional learning using a PBIS approach. We will create protocols and processes to use data to identify students in need of Tier 2 support, to progress monitor, and to adjust supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to strengthen schoolwide behavior support systems.

Describe the evidence/research that supports this Major Improvement Strategy.

By implementing consistent, schoolwide PBIS at Tier 1, schools establish clear expectations and routines that reliably reduce discipline incidents and improve school culture and climate (Bradshaw, Mitchell, & Leaf, 2010). By using screening and discipline data to identify students for Tier 2, teachers help ensure evidence-based supports are targeted to address student needs (McIntosh & Goodman, 2016). Routine progress monitoring enables timely adjustments, increasing responsiveness of Tier 2 supports (McIntosh & Goodman, 2016). This is a good fit for Green Acres because we are working with CDE on the MTSS grant, we have adopted an SEL universal screener, we have a fragmented Tier 1 that we need to address and counselor support for Tier 2.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other CDE Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of teachers will use data to identify Tier 2 SEL needs.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Layered Supports for Social Emotional Learning

100% of teachers will communicate an understanding of schoolwide expectations for Tier 1 SEL supports, including PBIS.	01 / 09 / 2026
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Who will monitor these milestones?

100% of teachers will use data to evaluate and adjust Tier 2 SEL supports.	03 / 06 / 2026
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100% of teachers will use data to evaluate and adjust Tier 2 SEL supports.	05 / 15 / 2026
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Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Administer universal SEL screener.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
2. Train staff in how to read SEL data from universal screener.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
3. Schedule time for teachers to meet collaboratively to analyze SEL data.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
4. Create a menu of supports that can be adapted based on student data and the needs of individual and small groups of students (CICO, small group social skills work, other supports).	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
5. Create a protocol to guide teacher teams in using SEL data/a body of evidence to identify students for Tier 2 support and areas of need for each student identified.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
6. Facilitate collaborative SEL data analysis using protocol.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
7. Tailor menu of supports to identified needs.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
8. Notify parents of identified students about Tier 2 supports, including when supports will be provided, the focus of the supports, and how student progress will be tracked and communicated.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
9. Train staff in progress monitoring routines and clarify roles in collecting progress monitoring data.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
10. Create a calendar that identifies times for teachers to collaboratively adjust supports when a student is not making anticipated growth.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
11. Create progress reporting tools and implement processes for communicating with families on an ongoing basis.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
12. Continue to progress monitor and adjust Tier 2 supports as necessary to ensure student growth.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
13. Recruit a PBIS Tier 1 team with clear roles related to the implementation of Tier 1 schoolwide practices.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
14. Reground staff and students in a limited number of clear schoolwide Tier 1 expectations.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
15. Create and implement a plan for recognizing behavior that meets Tier 1 expectations.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
16. Collaboratively agree upon schoolwide Tier 1 SEL practices, a timeline for implementing them, and a plan for monitoring their implementation.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026

17. Review schoolwide Tier 1 expectations with staff and students.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
18. Conduct mid-year re-screen of students.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
19. Facilitate a process that allows teachers to evaluate progress of identified students using progress-monitoring data, make adjustments to supports based on data, and adjust goals.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
20. Implement adjusted supports.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
21. Clarify roles in collecting progress monitoring data.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
22. Continue to engage teachers in collaboratively adjusting supports when a student is not making anticipated growth.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
23. Continue schoolwide routines related to progress monitoring and collaboratively adjusting supports and goals.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026
24. Use schoolwide data to determine effectiveness of Tier 1 practices and Tier 2 supports.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026
25. Plan for adjusted resource allocation for 2026-2027 based on effectiveness of practices and supports.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026

Assurances & Requirements

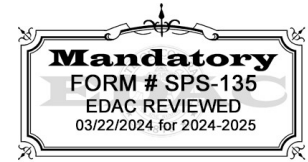
Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

All assurances are bale to be agreed to.

Attachments

- Final_~V1 Green Acres Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Pioneer Elementary School

Grades Served

NA

Phone

9708672080

District Name

Fort Morgan Re-3

Website

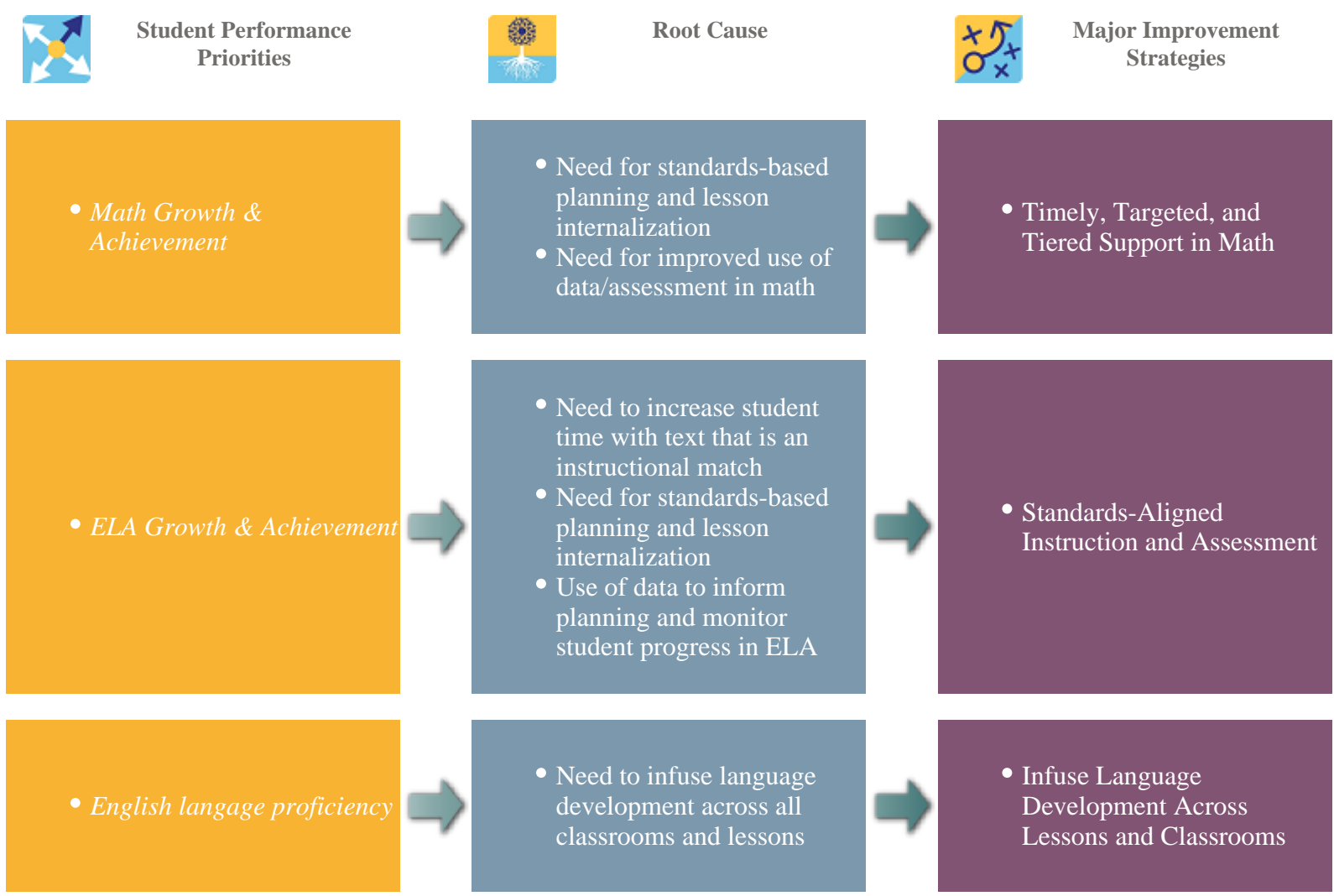
<http://www.morgan.k12.co.us>

Description

Fort Morgan is located in the rural, northeast corner of Colorado, about 80 miles northeast of Denver along I-76. Pioneer Elementary School is located on the south side of town and is one of four elementary schools in Fort Morgan, Colorado. Having opened in the fall of 1991, Pioneer Elementary School is one of Fort Morgan School District's newest elementary schools. Pioneer houses the district's Significant Support Needs program and has the largest multilingual population out of the district's four elementaries. Pioneer Elementary served approximately 240 students in grades 1-5 during the 2024-2025 school year. Of these 240 students, 84% were Free-and-Reduced Lunch eligible, 86% were minority students, 49% were multilingual learners, 19% were on IEPs, 5% were Gifted and Talented, and 4% were migrant students. Pioneer Elementary is home to approximately 25 certified teachers and 23 classified support staff members. Pioneer's mascot is a cheetah, and the Pioneer Cheetahs pledge to "Do our best and be our best" every morning. Pioneer's mission is to foster a safe and caring environment for the optimum learning of each individual student. Pioneer's vision is to challenge all students to reach their potential and become lifelong learners. Pioneer values

Students First decision making, Equity, Accountability, and Rigor. Pioneer receives Title I and Read Act funding, and received an EASI Grant in spring 2023 for a diagnostic review and facilitated planning support for school improvement.

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- CMAS ELA (mean scale score/achievement percentile)

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	721/12 state=742	716/6	744/60	721/11	722/13	719/8	723/16	690/1	730/27
2023-2024	715/5 state=742	713/2	730/27	715/5	717/7	711/1	720/9	687/1	723/16
2024-2025	714.5/4 state=742	716/5	712/2	715/5	713/3	706/1	722/15	687/1	720/10

The CMAS ELA achievement trend the last three years for All Students is decreasing and well below state average. ELA achievement trends for all subgroups mirrors data for All Students.

CMAS ELA Growth: The CMAS ELA Growth trend the last two years for All Students was decreasing and well below state average, then increased last year to the 43rd percentile, approaching the 50th percentile. ELA growth trends for all subgroups mirrors data for All Students.

Spring NWEA Reading Achievement (% of students with achievement at least 40th percentile): Our Spring NWEA Reading Achievement data for all students is low and flat (2023 = 41%, 2024 = 45%, then 2025 = 42%). Less than 50% of our students are above the 40th percentile in NWEA Reading Achievement. Most of our multilingual learners (78%) and students with special education services (89%) are below the 40th percentile in NWEA Reading achievement.

READ Act Data: (% of students with SRD)

	All	1st	2nd	3rd	4th	5th
2023-2024	36%	9%	10%	8%	3%	6%
2024-2025	26%	10%	11%	10%	6%	1%
2025-2026	42%	49%	55%	41%	29%	38%

Pioneer has a high percentage of students with a Significant Reading Deficiency, and the percentage of students classified as SRD has increased significantly. Nearly half of 1st-3rd graders have a significant reading deficiency.

Rationale for Priority Performance Challenge 2 - ELA GROWTH AND ACHIEVEMENT

Given the low growth and achievement of all students and student subgroups, we made the strategic decision to focus this priority performance challenge at the All Students level. Focusing at the All Students level will allow us to build foundational systems designed to accelerate all student toward grade level performance. Additionally, given the early literacy data, we are prioritizing early literacy and an increase in the % of our students at benchmark or above in DIBELS.

CMAS Math (mean scale score/achievement percentile)

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	723/22 state=736	718/12	744/71	723/22	722/20	719/14	726/30	695/1	729/38
2023-2024	720 /17 state=738	720/17	720/17	721/18	715/9	719/14	721/19	6951	727/31
2024-2025	722/20 state=738	723/24	718/12	722/19	724/25	718/12	726/28	702/1	726/29

The CMAS Math achievement trend the last three years for All Students is flat and below state average. Math achievement trends for all subgroups mirrors data for All Students.

Growth: CMAS Math

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	33.5	34.5	NA	37.5	23	34	33	22	37.5
2023-2024	25.5	28	NA	26	NA	31	23	24.5	26.5
2024-2025	52	49	57	52	NA	50	52.5	NA	53

The CMAS Math Growth trend the last two years for All Students was decreasing and well below state average, but last year our CMAS Math Growth for All Students doubled. CMAS Math Growth trends for all subgroups mirrors data for All Students. All Pioneer subgroups had median growth percentiles comparable or above their statewide subgroup peers.

Spring NWEA Math Achievement (Median achievement percentile): Our Spring NWEA Math Achievement data for all students is low and flat (2023 = 32%, 2024 = 37%, then 2025 = 36%). All students and subgroups have median achievement well below the 50th percentile. This data aligns with state data.

Percent of students below grade level in math as measured by NWEA Spring Achievement: In 2024, 45% of 2nd graders, 54% of 3rd graders, 37% of 4th graders, and 44% of 5th graders were below the 40th percentile in NWEA math achievement. In 2025, 63% of 1st graders, 46% of 2nd graders, 53% of 3rd graders, 52% of 4th graders, and 56% of 5th graders were below the 40th percentile in NWEA math achievement. This data indicates that nearly half of all Pioneer students are below grade level in their math achievement as measured by the NWEA spring assessment.

Rationale for Priority Performance Challenge 1 - MATH GROWTH AND ACHIEVEMENT

Given the low growth and achievement of all students and student subgroups, we made the strategic decision to focus this priority performance challenge at the All Students level. Focusing at the All Students level will allow us to build foundational systems designed to accelerate all student toward grade level performance. We will decrease the percentage of Pioneer students who are below grade level in math.

Growth: ACCESS for ELLs

	All students
2021-2022	56
2022-2023	40
2023-2024	35
2024-2025	52

Growth for English Language Learners was decreasing and below state average, but ACCESS growth increased to the 52nd percentile this past year

Given the significant number of students who are multilingual learners and our inconsistent growth in English language proficiency, we determined that addressing language acquisition was a strategic priority for our school. By improving our ability to support language development, we believe we will see gains in all content areas.

Student Performance Priority: Math Growth & Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

CMAS Math Achievement = 20th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Math Achievement = 50th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Math Achievement = 35th percentile

Interim Measure and Target?

NWEA Math, 35% of students' achievement above the 60th percentile
NWEA Math, 40% of students' achievement above the 60th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

CMAS Math Growth = 52nd percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Math Growth = 70th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Math Growth = 65th percentile

Interim Measure and Target?

NWEA Fall 25-Winter25
Median Growth Percentile = 55th percentile
NWEA Fall 25-Spring 26
Median Growth Percentile = 50th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: ELA Growth & Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

CMAS ELA Achievement = 14th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Achievement = 35th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Achievement = 25th percentile

What is the current performance of this Student Performance Priority?

CMAS ELA Growth = 43rd percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Growth = 65th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Growth = 52nd percentile

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA Reading, 30% of students' achievement is above the 60th percentile
NWEA Reading, 40% of students' achievement is above the 60th percentile

12 / 19 / 2025
05 / 15 / 2026

Interim Measure and Target?

Measurement Dates

Fall 2025 - Winter 2025 Reading NWEA Median Growth Percentile = 60th percentile
Fall 2025 - Spring 2026 Reading NWEA Median Growth Percentile = 60th percentile

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: English language proficiency

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

What is the current performance of this Student

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Performance Priority?

ACCESS for ELLs Growth = 52nd percentile

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 70th percentile

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 60th percentile

Interim Measure and Target?

2025 Fall WIDA MODEL Assessment = 75% of students with on-track growth

Measurement Dates

10 / 31 / 2025

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

48% of 1st-3rd grade Pioneer students were at DIBELS benchmark or above in EOY 24-25

What is the 2-year (end of 2026-27) measure and target?

DIBELS = 70% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above at EOY 26-27

What is the 1-year (end of 2025-26) measure and target?

DIBELS = 62% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above at EOY 25-26

What is the current performance of students with a significant reading deficiency (SRD)?

43% of all Pioneer students have been identified with a SRD as measured by EOY 24-25 DIBELS

What is the 2-year (end of 2026-27) measure and target?

DIBELS EOY 26-27 = 25 % of students have been identified with a SRD

What is the 1-year (end of 2025-26) measure and target?

DIBELS EOY 25-26= 35% of students have been identified with a SRD

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS = 55% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above in MOY 25-26

On what date will the school measure this interim target?

01 / 09 / 2026

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS MOY 25-26= 39% of students have been identified with a SRD

On what date will the school measure this interim target?

01 / 09 / 2026

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

Spring NWEA achievement = 54% of Pioneer students below the 40th percentile

What is the 2-year (end of 2026-27) measure and target?

Spring NWEA achievement = 35% of students below 40th percentile

What is the 1-year (end of 2025-26) measure and target?

Spring NWEA achievement = 45% of students below 40th percentile

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

Winter NWEA achievement = 48% of students below 40th percentile

On what date will the school measure this interim target?

01 / 09 / 2026

Root Cause Analysis



Math Growth & Achievement



Need for standards-based planning and lesson internalization

Provide a brief description of this Root Cause.

There is a need to facilitate a planning process that supports teacher teams in understanding which standards are being addressed in upcoming lessons and how they will be assessed. This will allow teachers to align the curriculum-based assessments with standards to inform instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic

review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for improved use of data/assessment in math

Provide a brief description of this Root Cause.

There is a need to diagnose the individual needs of students to inform adjustments to Tier 1 instruction and additional supports to ensure students are moving toward grade level performance.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



ELA Growth & Achievement



Need to increase student time with text that is an instructional match

Provide a brief description of this Root Cause.

There is a need to ensure students are interacting with text that is tailored to their instructional needs and strengths, particularly in small group reading.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be

carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for standards-based planning and lesson internalization

Provide a brief description of this Root Cause.

There is a need to facilitate a planning process that supports teacher teams in understanding which standards are being addressed in upcoming lessons and how they will be assessed. This will allow teachers to align the curriculum-based assessments with standards to inform instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year.

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Use of data to inform planning and monitor student progress in ELA

Provide a brief description of this Root Cause.

There is a need to diagnose the individual needs of students to inform adjustments to Tier 1 instruction and additional supports to ensure students are moving toward grade level performance.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year.

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English language proficiency



Need to infuse language development across all classrooms and lessons

Provide a brief description of this Root Cause.

There is a need to ensure English language acquisition is supported across all classrooms at Pioneer Elementary School.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.

Major Improvement Strategies



Infuse Language Development Across Lessons and Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers will demonstrate the ability to effectively use the Talk, Read, Talk, Write strategy in multiple content areas to support English learners' expressive language growth. This strategy will become a hallmark of effective Tier 1 instruction at Pioneer.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to infuse language development across all classrooms and lessons

Describe the evidence/research that supports this Major Improvement Strategy.

Purposeful supports for expressive language boost English learners' oral proficiency, which strongly predicts reading, writing, and overall achievement (August & Shanahan, 2006; National Academies of Sciences, Engineering, and Medicine, 2017). Nancy Motley's Talk Read Talk Write strategically sequences collaborative talk, purposeful reading, dialogic processing, and synthesis writing to activate prior knowledge, build content understanding, strengthen academic language, and deepen retention for students learning English (Motley, 2016).

Frequent, scaffolded opportunities to produce language accelerate academic vocabulary, improving content learning (Gibbons, 2015). This is a high-leverage strategy for Pioneer because it builds upon last year's work on language development and directly addresses the needs of a large portion of our student population.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
--------------------------	------

100% of teachers will identify specific student assets and needs in expressive language, thereby grounding the implementation of the TRTW strategy in a data-informed, asset-based approach.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Teachers using the Talk, Read, Talk, Write strategy to grow ELs expressive lang.

100% of teachers will use the Talk, Read, Talk, Write strategy at a foundational level to support English Learners' expressive language development	01 / 09 / 2026
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Who will monitor these milestones?

Principal, instructional coach, teachers, lead improvement team

60% of teachers will use the Talk, Read, Talk, Write strategy at an advanced level to support English Learners' expressive language development.	03 / 06 / 2026
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85% of teachers will use the Talk, Read, Talk, Write strategy at an advanced level to support English Learners' expressive language development.	05 / 15 / 2026
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Action Plan

Action Step	Responsible Party	Start Date	End Date
Facilitate collaborative planning sessions with the instructional coach and each teacher, or grade-level team, to support their implementation of the Talk, Read, Talk, Write (TRTW) strategy.	instructional coach	01 / 09 / 2026	03 / 06 / 2026
Train teachers on multicultural communication.	refugee advocate	08 / 04 / 2025	08 / 22 / 2025
Partner with district ELD director to provide targeted support at the school and teacher level	principal, instructional coach, & ELD director	08 / 25 / 2025	05 / 15 / 2026
Facilitate a structured data analysis protocol for grade-level teams to examine the expressive language proficiency data of their English Learners, identifying trends, strengths, and areas for targeted support.	principal, instructional coach	09 / 29 / 2025	10 / 10 / 2025
Provide a goal-setting template for teachers to use to set expressive language goals with NEP and LEP students using Can-Do Descriptors, and involve NEP and LEP students in setting individualized goals for language learning.	principal & ELD director	09 / 29 / 2025	10 / 10 / 2025
Share and review progress on language goals with families at conferences.	teachers	10 / 13 / 2025	10 / 20 / 2025
Provide professional development about the Talk, Read, Talk, Write strategy	ELD Teacher and ELD District Director	11 / 03 / 2025	11 / 14 / 2025
Pilot the Talk, Read, Talk, Write (TRTW) strategy in all classrooms to support English Language Development.	Teachers	11 / 10 / 2025	01 / 09 / 2026
Facilitate structured debrief sessions to gather teacher insights, reflections, and questions following the pilot period.	Principal & instructional coach	11 / 10 / 2025	01 / 09 / 2026
Invite administrator and instructional coach to observe classroom instruction to provide a low-stakes opportunity for teachers to demonstrate their use of the TRTW strategy in a content area of their choice	teachers & principal & instructional coach	01 / 09 / 2026	03 / 06 / 2026
Provide bite-size, actionable feedback for teachers using the TRTW indicators	Principal & instructional coach	01 / 09 / 2026	05 / 15 / 2026
Utilize observational data to inform and guide a targeted professional development session, focusing on the continued refinement and mastery of the TRTW strategy.	principal, instructional coach, and ELD director	01 / 09 / 2026	05 / 15 / 2026
Collect and build an exemplar video-library of Pioneer teachers using the TRTW strategy to help onboard new teachers in future years.		01 / 09 / 2026	05 / 15 / 2026
Collect and build an exemplar video-library of Pioneer teachers using the TRTW strategy to help onboard new teachers in future years.	principal & instructional coach	01 / 09 / 2026	
Invite administrator and instructional coach to observe classroom instruction to provide a low-stakes			

opportunity for teachers to demonstrate their use of the TRTW strategy in a content area different from what was previously observed.

Principal & instructional coach & teachers

01 / 09 / 2026

05 / 15 / 2026

Facilitate collaborative planning sessions, as needed, with instructional coaches to support teachers in their implementation of the Talk, Read, Talk, Write (TRTW) strategy.

instructional coach & teachers

03 / 06 / 2026

05 / 15 / 2026

Engage Instructional Leadership Team and Lead Improvement Team to evaluate progress monthly and quarterly.

principal, ILT, LIT

10 / 10 / 2025

05 / 15 / 2026



Standards-Aligned Instruction and Assessment

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In ELA, we will provide time for facilitated standards-based instructional planning and assessment internalization to ensure grade level expectations are taught and assessed at the appropriate level of depth.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Use of data to inform planning and monitor student progress in ELA

Describe the evidence/research that supports this Major Improvement Strategy.

Research by Ketterlin-Geller et al. (2008) found that curriculum alignment significantly correlates with improved student performance in mathematics. A study by Lane et al. (2004) discusses the role of curriculum alignment in promoting equity in assessment practices. Coburn and Turner (2011) explored how professional development initiatives that emphasize alignment lead to better instructional practices among teachers. Wiggins and McTighe (2005) in "Understanding by Design" emphasize the importance of backward design, which starts with the desired learning outcomes and aligns assessments accordingly. A sound structure that guides teams of teachers in developing tightly aligned units of instruction, focused on alignment between the stated curriculum, taught curriculum, and assessed curriculum, has the potential to significantly improve student performance (Westerberg, 2016). This strategy is a good fit for Pioneer Elementary School because we have a recently adopted new instructional materials in ELA. Our next step is to better understand the connections between the instructional materials and state level standards to inform instruction. We have facilitated PLC time with an instructional coach to work on this collaboratively.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Targeted instruction on key learning objectives & use of standards-aligned assts</p>	100% of teacher teams will align grade level standards and end of unit assessments for their first quarter units.	10 / 10 / 2025
	100% of teacher teams will align grade level standards and end of unit assessments for their second quarter units.	01 / 09 / 2026
<p>Who will monitor these milestones?</p> <p>Principal, instructional coach, teachers, and lead improvement team</p>	100% of teacher teams will align grade level standards and end of unit assessments for their 3rd quarter units.	03 / 06 / 2026
	100% of teacher teams will align grade level standards and end of unit assessments for their 4th quarter units.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Host a quarterly family literacy night.	family engagement committee, principal	10 / 10 / 2025	05 / 22 / 2026
Create or identify a protocol for clarifying which grade-level standards are assessed in end-of-unit assessments, identifying and addressing gaps in depth of knowledge between unit assessments and state standards.	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Create or identify a tool to capture necessary adjustments to instruction (i.e., materials, supports, strategies, etc.)	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Repurpose biweekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Identify and implement necessary process adjustments based on feedback from grade level teams and instructional leadership team.	Principal & Instructional Coach & Lead Improvement Team	08 / 11 / 2025	05 / 22 / 2026
Share the plan/protocol/tool for aligning ELA end of unit assessments with grade level expectations in PLC	Principal & Instructional Coach	08 / 18 / 2025	10 / 10 / 2025
Lead grade level teams in a facilitated process to align			

end of unit assessments with grade level expectations from state standards, and address gaps for first quarter units..	Principal & Instructional Coach	08 / 18 / 2025	10 / 10 / 2025
At fall conferences, share new ELA curriculum with parents.	Principal	10 / 13 / 2025	10 / 13 / 2025
Articulate the connection between state standards and the skills developed within each unit's text sets.	Teachers	08 / 25 / 2025	05 / 22 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their second quarter units	Principal & Instructional Coach	10 / 10 / 2025	01 / 09 / 2026
Evaluate alignment between curriculum-based writing rubrics and CDE/CMAS writing rubrics at each grade level	Teachers	10 / 10 / 2025	01 / 09 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their third quarter units	Principal & Instructional Coach	01 / 12 / 2026	03 / 06 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their fourth quarter units	Principal & Instructional Coach	03 / 09 / 2026	05 / 22 / 2026
At Fall and Winter family nights, provide specific training for families of students in grades 1-3 on early literacy development and skills to foster at home.	Principal & Instructional Coach	08 / 15 / 2025	03 / 06 / 2026
Engage instructional leadership team and lead improvement team to evaluate progress monthly and quarterly.	principal, ILT, LIT	10 / 10 / 2025	05 / 15 / 2026



Timely, Targeted, and Tiered Support in Math

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In math, we will provide a structured math support block in addition to the core math block. The math support block will meet students where they are and review, preview, and/or extend math concepts aligned to current unit. Teachers and school leaders will understand how to use HQIM aligned to district's scope and sequence to provide timely Tier 2 and Tier 3 interventions. Teachers will become adept at moving students between groups flexibly and promptly.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for improved use of data/assessment in math

Describe the evidence/research that supports this Major Improvement Strategy.

Aligning math interventions with current unit content creates curricular coherence so students practice the same concepts, language, and representations they encounter in core lessons, supporting transfer and reducing extraneous cognitive load (NCTM, 2014; Hattie, 2023). Evidence syntheses recommend explicit, systematic supplemental instruction that is standards- and lesson-aligned, which yields stronger achievement gains than decontextualized remediation (What Works Clearinghouse, 2021). Alignment also tightens formative-assessment and feedback loops between Tier 1 and intervention, enabling quicker data-based adjustments (Fuchs & Fuchs, 2008; NCTM, 2014). This strategy is a good fit for Pioneer because it builds on the foundational work we did last year in aligning our math assessments and instructional materials to standards. It also allows us to leverage our instructional materials (Tier 1, Tier 2, and Tier 3) to create a coherent, systematic approach to supporting students to meet grade level standards. We have facilitated PLC time with a math coach to work on this collaboratively.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?		
Teachers using data to flexibly move students to tiered math support groups	100% of teachers will understand the role of standards-aligned data & HQIM to provide timely, tiered, & targeted math support	10 / 10 / 2025
Who will monitor these milestones?		
Principal, instructional coach, lead improvement team	60% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support.	01 / 09 / 2026
	80% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support	03 / 06 / 2026
	100% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Designate bi-weekly PLC meeting times for data analysis and reflection	Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Create a protocol for unit assessment data meetings and articulate expectations for team reflection.	Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Develop a Common Formative Assessment system (what to use for CFAs, when to use them, and how to collect and store data)	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Create a system to use data to design flexible, differentiated math intervention groups that target students' specific needs.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Identify Tier 2 & 3 instructional materials, and train staff on how to use these materials to support math intervention groups.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Use NWEA cut scores to determine the intervention with the appropriate time and intensity for individual students	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
At the beginning of each unit, review the unit's prerequisite skills during math WIN time.	Teachers	08 / 04 / 2025	05 / 22 / 2026
Use NWEA scores to determine effectiveness of Tier 3 support.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Use data to identify teacher and para support for Tier 3.	Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Analyze unit assessment data to determine topics for review, reteach, or extension.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	05 / 22 / 2026
Use PLC time for bi-weekly examination of student work/Common Formative Assessment tied to key standards to determine Tier 2 support needs of students.	Teachers, Instructional Coach and Principal	08 / 18 / 2025	05 / 22 / 2026
Evaluate effectiveness of the system of tiered supports and aligned use of instructional materials, and adjust based on findings.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	01 / 12 / 2026	03 / 06 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	01 / 12 / 2026	03 / 06 / 2026

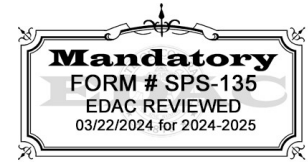
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	03 / 09 / 2026	05 / 22 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	03 / 09 / 2026	05 / 22 / 2026
Provide tailored Tier 2 support using review of prerequisite skills, extension, reteach, and intervention activities aligned to the scope and sequence.	Teachers	08 / 18 / 2025	05 / 27 / 2026
Adjust Tier 2 groups as needed to ensure all students demonstrate proficiency on key standards.	Teachers, Instructional Coach and Principal	08 / 18 / 2025	05 / 27 / 2026
Engage instructional leadership team and lead improvement team to evaluate progress monthly and quarterly.	Principal, ILT, LIT	10 / 10 / 2025	05 / 15 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V2 Pioneer Elementary School UIP 2025-26.pdf
- Final_~V1 Pioneer Elementary School UIP 2025-26.pdf
- 2405 - Fort Morgan Re-3 - 6954 - Pioneer Elementary School_2025-26 ESSA School Profile



Executive Summary

School Information

School Name

Fort Morgan Middle School

Grades Served

NA

Phone

9708678253

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Fort Morgan Middle School sits near the heart of northeastern Colorado in the city of Fort Morgan — a small, agricultural community east of the Front Range and northwest of the Denver metro area. The school's campus is located at 605 Education Avenue and functions as the lone middle school for Morgan County School District Re-3, serving as a bridge between Fort Morgan's elementary schools and Fort Morgan High School.

A three-grade, 6–8 middle school, Fort Morgan Middle serves roughly 700 - 750 students and is organized into teams and grade pods that emphasize a true middle-school program (academic pods, elective wings, and shared community spaces). Enrollment counts and grade distributions reported for recent school years align with an overall student body in the 700s.

The school community is culturally and linguistically diverse. A clear majority of students identify as Hispanic/Latino (commonly reported in sources as about two-thirds of the student body), with White students forming the next largest group; other racial and ethnic groups make up smaller percentages of the population. A substantial portion of students qualify for free or

reduced-price meals, and the school supports a notable population of English Learners (ELLs) — CDE reports an EL indicator in the high teens by percent — so bilingual supports, ACCESS testing, and CLD (culturally and linguistically diverse) programming are important parts of the school's services.

Academically and programmatically, Fort Morgan Middle offers the typical mix of middle-school core courses (math, science, language arts, social studies) plus electives such as music, STEM, art, PE, and exploratory career pathways; the building itself was designed with modern learning spaces, STEM labs, and multipurpose areas to support both school and community use. The school and district also publish resources for families about ELL programming and ACCESS score interpretation to help support students whose home language is not English.

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Increase Overall ELA achievement*



- Lesson design is not collaborative and aligned to Colorado ELA Standards



- Strategic grade level Co-Planning

- *Increase Math Achievement*



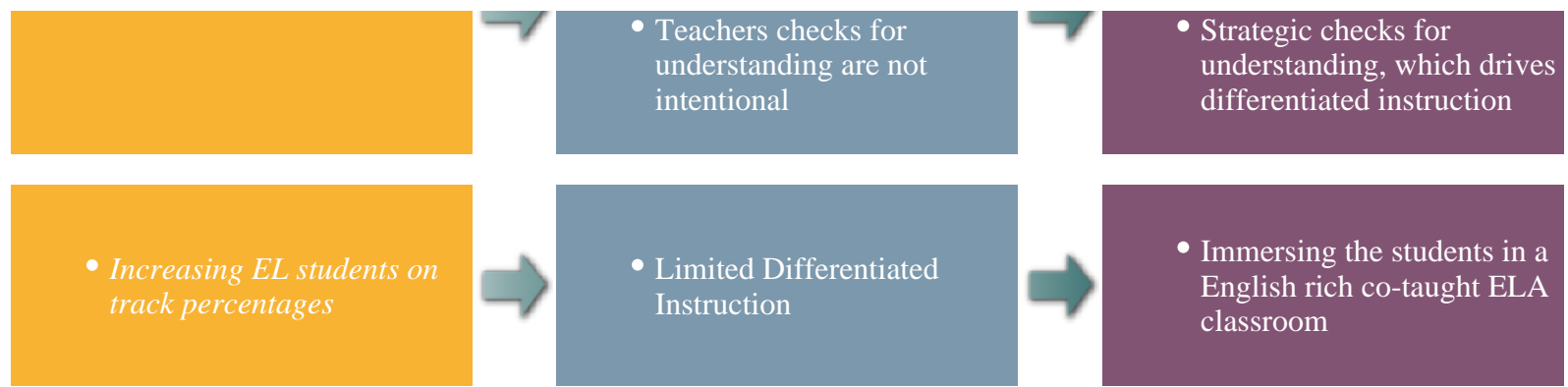
- Teachers checks for understanding are not intentional



- Strategic checks for understanding, which drives differentiated instruction

- *Increase students Math growth*





Student Performance Priorities

Student Performance Priority Summary

• 1. English Language Arts (ELA) Achievement

Priority Performance Challenge:

Fort Morgan Middle School students are performing **below the state average in ELA achievement**, as measured by CMAS. Too few students are meeting or exceeding grade-level expectations in reading and writing, and **student data has flatlined over the last three years** with minimal improvement.

2. Math Achievement

Priority Performance Challenge:

Math achievement scores are **below the state average**, indicating that a significant portion of students are not meeting grade-level standards in mathematics. **Student performance data has remained flat over the last three years**, showing little to no growth in overall achievement.

3. Math Growth

Priority Performance Challenge:

Student academic **growth in mathematics is below the state median growth percentile**, suggesting that students are not making sufficient yearly progress to close achievement gaps. **Student growth data has flatlined over the last three years**, showing limited evidence of progress.

4. English Language Learners (ELL) Growth and Language Proficiency

Priority Performance Challenge:

English Language Learners are **below the state average in academic growth and language proficiency progress**, with many students not on track to meet English language proficiency targets within expected time frames. **ELL**

growth data has flatlined over the last three years, indicating a need for more intensive and consistent language development supports.

Student Performance Priority: Increase Overall ELA achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 6 7 7 8 8

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School Student ELA Performance average is a score of 729.4, state average is 729.

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle School 2 year goal is to have students score average to be 730 or higher.

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School 1 year goal is to have students score average be a 728.

Interim Measure and Target?

Students will take the NWEA test in the Winter to track one year achievement progress. Teachers will be able to compile data to project achievement results.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increase Math Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 7 8

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School overall achievement average is a score of 715.3, compared to a state average of 731.2

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle School's 2 year goal is an average score of 732, meeting state standards

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School's 1 year goal is to score an average score of 720. This score would have Fort Morgan Middle School score fall in the approaching category.

Interim Measure and Target?

Students will take the NWEA winter test to monitor achievement levels.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increase students Math growth

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 7 8

What is the current performance of this Student Performance Priority?

Students Growth percentile is at 39%. This falls in the approaching category for CMAS and 11 percentile below state average.

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle Schools goal is to be above the 50 %tile in math growth.

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School goal is to be above the 50 %tile in math growth.

Interim Measure and Target?

NWEA winter will show how students are growing in math.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increasing EL students on track percentages

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student

What grade(s) is this Student Performance Priority focused

Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

8

on? (Choose all that apply OR select "All Grades Served")

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School

What is the 2-year (end of 2026-27) measure and target?

55 % of Fort Morgan Middle School ELD students will remain or exceed their on track language development.

What is the 1-year (end of 2025-26) measure and target?

50 % of Fort Morgan Middle School ELD students will remain or exceed their on track language development.

Interim Measure and Target?

Teachers will analyze Literacy Common assessments and compare growth.

Measurement Dates

01 / 09 / 2026

Root Cause Analysis



Increase Overall ELA achievement



Lesson design is not collaborative and aligned to Colorado ELA Standards

Provide a brief description of this Root Cause.

Teachers have not consistently aligned daily lessons and instructional activities to the Colorado Academic Standards. This misalignment is due to limited collaboration time dedicated to unpacking the standards, identifying priority content, and designing standards-based lessons and assessments. As a result, instruction sometimes focuses more on curriculum resources or teacher preference rather than the depth, rigor, and progression of the standards. Inconsistent use of common planning tools and a lack of ongoing monitoring and feedback have also contributed to uneven implementation across grade levels and content areas

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was identified through an analysis of student performance data and instructional practices across grade levels. Data showed that teams who regularly collaborate to plan lessons with the Colorado Academic Standards in mind consistently demonstrate higher levels of student achievement and growth. These teams use standards-based planning to ensure alignment in instruction, assessment, and expectations for student learning. In contrast, grade levels that plan independently or without a clear focus on standards show less consistent instructional alignment and lower performance outcomes. This evidence supports the conclusion that intentional, collaborative planning around state standards is a key factor in improving student achievement.



Increase Math Achievement



Teachers checks for understanding are not intentional

Provide a brief description of this Root Cause.

Math teachers' checks for understanding are not intentional or systematically embedded within lessons. This occurs because there is limited training and support on how to design and implement effective formative assessment strategies that provide real-time insight into student learning. Teachers often rely on informal observations or end-of-lesson assessments rather than planned, standards-aligned checks that guide instructional adjustments during instruction.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of student data and observations from the after-school help program. Data indicated that many students struggled to demonstrate understanding of key math concepts, even after receiving additional support. During after-school sessions, teachers observed that students often lacked foundational knowledge and were unable to apply strategies taught during regular instruction. This pattern suggested that classroom checks for understanding were not effectively identifying misconceptions in real time, allowing learning gaps to persist. These findings reinforced the need for more intentional and systematic formative assessment practices during daily instruction to better monitor student learning and address misunderstandings before they become barriers to progress.



Increase students Math growth



Teachers checks for understanding are not intentional

Provide a brief description of this Root Cause.

Math teachers' checks for understanding are not intentional or systematically embedded within lessons. This occurs because there is limited training and support on how to design and implement effective formative assessment strategies that provide real-time insight into student learning. Teachers often rely on informal observations or end-of-lesson assessments rather than planned, standards-aligned checks that guide instructional adjustments during instruction.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of student data and observations from the after-school help program. Data indicated that many students struggled to demonstrate understanding of key math concepts, even after receiving additional support. During after-school sessions, teachers observed that students often lacked foundational knowledge and were unable to apply strategies taught during regular instruction. This pattern suggested that classroom checks for understanding were not effectively identifying misconceptions in real time, allowing learning gaps to persist. These findings reinforced the need for more intentional and systematic formative assessment practices during daily instruction to better monitor student learning and address misunderstandings before they become barriers to progress.



Increasing EL students on track percentages



Limited Differentiated Instruction

Provide a brief description of this Root Cause.

Differentiated instruction for English Language Learners (ELLs) is limited because teachers face challenges addressing the wide range of English proficiency levels within their classrooms—from students with no English proficiency to those approaching full proficiency. Instructional plans often rely on whole-group strategies that do not adequately meet the diverse linguistic and academic needs of all learners. Contributing factors include limited professional development in language acquisition strategies, inconsistent use of language proficiency data to guide instruction, and a lack of structured planning time for teachers to design tiered supports and scaffolds. As a result, ELL students do not consistently receive instruction tailored to their language development needs, impacting their access to grade-level content and overall academic growth.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of ACCESS data, which showed that Fort Morgan Middle School's English Language Learners (ELLs) are performing below the state average in staying on track toward English proficiency. Despite various supports in place, a significant number of students are not making the expected yearly growth in language development. Classroom observations and data reviews revealed that instruction is not consistently differentiated to match the wide range of English proficiency levels among students. This lack of targeted language instruction and intentional scaffolding limits opportunities for students to develop academic language skills needed to progress toward proficiency. These findings indicate that improving intentional differentiation and language-focused instructional practices is essential to help ELL students make adequate progress toward English proficiency.

Major Improvement Strategies



Strategic grade level Co- Planning

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The English Language Arts (ELA) department will be focusing on strengthening collaboration by intentionally unpacking the Colorado Academic Standards to design lessons that ensure alignment and address identified priority areas. Through regular team planning sessions, teachers analyze the standards to clarify learning expectations, determine the depth of knowledge required, and identify essential skills and concepts students must master. This collaborative process allows teachers to develop lessons and assessments that are consistent, standards-based, and focused on key priorities such as reading comprehension, writing, and language development. By aligning instruction to the state standards and using shared planning tools, the ELA department aims to provide all students with rigorous, coherent instruction that supports both academic achievement and growth across grade levels.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Lesson design is not collaborative and aligned to Colorado ELA Standards

Describe the evidence/research that supports this Major Improvement Strategy.

Research strongly supports the strategy of collaborative planning and unpacking standards as an effective approach to improving instructional quality and student achievement. Studies show that when teachers work together to deeply understand academic standards and design aligned lessons, student learning outcomes increase because instruction becomes more focused, coherent, and rigorous. According to the National Institute for Excellence in Teaching (NIET) and Learning Forward, collaborative professional learning communities (PLCs) that emphasize standards-based planning lead to greater instructional consistency and improved student performance. Additionally, research from Marzano (2003) and DuFour & Eaker (1998) highlights that teams who analyze standards and design lessons together are more likely to implement high-quality instruction that targets essential skills and addresses learning gaps. This evidence supports the Major Improvement Strategy by showing that intentional collaboration around unpacking the Colorado Academic Standards strengthens instructional alignment and ensures that classroom lessons directly support identified student achievement priorities.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Grade Level content partner teachers planning together

Who will monitor these milestones?

Teachers, Coaches, Administration

Implementation Milestone Date

Teachers are regularly collaborating to plan lessons using the Colorado ELA Standards as a guide. As a result of this coordinated planning, lessons being delivered across classrooms demonstrate consistent structure, rigor, and alignment to the standards. Students experience similar learning objectives, instructional strategies, and expectations regardless of their teacher, ensuring coherence in instruction and a shared focus on priority standards. This milestone reflects a strengthened culture of collaboration, intentional planning, and standards-based instruction within the ELA department.

11 / 11 / 2025



Action Plan

Action Step	Responsible Party	Start Date	End Date
Coaches setup structure for co-planning	Coaches	10 / 28 / 2025	10 / 30 / 2025
Teachers start co-planning with alignment to standards	ELA Teachers	10 / 28 / 2025	05 / 22 / 2026
Administration attends co-planning session	Administration	11 / 18 / 2025	05 / 22 / 2026



Strategic checks for understanding, which drives differentiated instruction

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers will develop intentional checkpoints throughout their lessons to effectively monitor student understanding of key concepts and skills. These formative assessments will be strategically embedded during instruction to provide real-time data on student learning. Using this information, teachers will identify patterns of misunderstanding and strategically group students based on their needs. This approach will allow for targeted, differentiated instruction that addresses misconceptions promptly and provides appropriate levels of support or enrichment. By using intentional checkpoints and flexible grouping, teachers can ensure that instruction is responsive, equitable, and aligned with learning goals, ultimately improving student mastery and overall academic growth.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Teachers checks for understanding are not intentional

Describe the evidence/research that supports this Major Improvement Strategy.

Research supports the use of intentional checkpoints and data-driven grouping as a powerful strategy for improving student learning. Formative assessment practices, when purposefully embedded into lessons, provide immediate feedback that allows teachers to identify misconceptions and adjust instruction in real time. According to Black and Wiliam (1998), effective formative assessment significantly increases student achievement because it guides both teaching and learning. Additionally, studies on differentiated instruction, such as those by Tomlinson (2014), show that strategically grouping students based on their understanding enables teachers to tailor instruction to meet diverse needs, accelerating growth for struggling learners while providing enrichment for advanced students. Research also indicates that when teachers systematically use assessment data to inform instruction, student engagement, motivation, and mastery of content improve, making this approach a highly evidence-based strategy for raising academic outcomes.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone Date

What improvement do you expect to see in adult behaviors or school systems?

Math Department Teachers meeting to plan intentional check for understanding.

Who will monitor these milestones?

Teachers, Coaches, Admin

The Math department will hold regular collaborative planning sessions to design intentional checkpoints for understanding within their lessons. During these meetings, teachers will identify key points in instruction to assess student comprehension and plan strategies for addressing misconceptions. Once implemented in the classroom, teachers will use the data from these checkpoints to adjust instruction in real time, providing targeted support or enrichment as needed. This process ensures that teaching is responsive to student learning, promotes mastery of standards, and fosters consistent instructional practices across the department.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Develop time for math department meetings	Admin	10 / 22 / 2025	10 / 22 / 2025
Teachers begin the process of building in intentional checks for understanding into each of their lessons. Teachers have a plan to address the misconceptions of students	Teacher	10 / 28 / 2025	05 / 22 / 2026
Teachers will have Intentional checks for understanding in all lessons	Teacher	11 / 18 / 2025	05 / 22 / 2026



Immersing the students in a English rich co-taught ELA classroom

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level English class co-taught by a content English teacher and an English Language (EL) teacher. This co-teaching model creates an English-rich learning environment where students are fully engaged with grade-level content while receiving targeted language support. The EL teacher will provide scaffolding, modeling, and language development strategies to ensure students can access complex texts, participate in discussions, and complete assignments successfully. By integrating language support directly into the core curriculum, students receive consistent exposure to academic English in meaningful contexts, promoting both language growth and mastery of grade-level standards. This approach ensures that ELL students are supported in reaching proficiency while remaining fully included in rigorous, standards-aligned instruction.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Limited Differentiated Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Research supports co-teaching models and integrated language support as highly effective strategies for advancing English Language Learners (ELLs) toward proficiency while engaging with grade-level content. Studies by Friend and Cook (2017) and Murawski & Swanson (2001) demonstrate that co-teaching, particularly with content and language specialists, allows for simultaneous instruction in academic content and language development, improving both comprehension and engagement. Additionally, research from Short & Fitzsimmons (2007) highlights that ELL students benefit from English-rich environments where scaffolds—such as modeling, visual supports, and structured interaction—help them access complex texts and participate meaningfully in classroom discourse. Evidence also shows that integrating language instruction into content classes, rather than isolating language learning, promotes faster acquisition of academic English, increases student confidence, and supports mastery of grade-level standards. This research validates the strategy of co-taught, scaffolded instruction as an effective approach for helping ELL students reach proficiency.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level ELA literacy class co-taught by an English teacher and an ELL teacher. In this co-taught setting, students will have access to grade-level content while receiving targeted language support through scaffolding, modeling, and guided practice. The collaboration between the ELA and ELL teachers ensures that lessons are both	10 / 28 / 2025

What improvement do you expect to see in adult behaviors or school systems?

ELL and Literacy teacher will start co-teaching with ELL students as the focus.

Who will monitor these milestones?

Admin

ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level ELA literacy class co-taught by an English teacher and an ELL teacher. In this co-taught setting, students will have access to grade-level content while receiving targeted language support through scaffolding, modeling, and guided practice. The collaboration between the ELA and ELL teachers ensures that lessons are both

10 / 28 / 2025

academically rigorous and linguistically accessible, allowing students to develop English proficiency while mastering essential literacy skills. This milestone reflects a commitment to providing equitable, standards-aligned instruction that meets the diverse needs of all learners.



Action Plan

Action Step	Responsible Party	Start Date	End Date
ELL teacher and Literacy teachers begin the co-taught process	Teachers	10 / 22 / 2025	
Students enroll in Literacy class, 8th grade	Administration	10 / 29 / 2025	

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V1 Fort Morgan Middle School UIP 2025-26.pdf



Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan High School	NA	9708675648
District Name	Website	Description
Fort Morgan Re-3	http://www.morgan.k12.co.us	

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Math Growth and Achievement*

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support
- Need for spiraled content and use of assessment data in math

- Implement Workshop Model Schoolwide Starting with Early Adopters
- Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines
- Implement Integrated, Standards-based Content and Aligned Assessments in Math

- *Evidence Based Reading and Writing Growth and Achievement*

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support
- Need to use data to inform instructional practices and supports

- Implement Workshop Model Schoolwide Starting with Early Adopters
- Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines
- Use Common Formative Data to Inform Instructional Planning and Support

- *Dropout Rate*



- Need for spiraled content and use of assessment data in math
- Need to use data to inform instructional practices and supports



- Implement Integrated, Standards-based Content and Aligned Assessments in Math
- Use Common Formative Data to Inform Instructional Planning and Support

Student Performance Priorities

Student Performance Priority Summary

- **CURRENT PERFORMANCE TABLES FOR Evidence-Based Reading and Writing**

Given our school's low performance in EBRW, we have selected growth achievement in EBRW as a student performance priority.

ELA Achievement: PSAT/SAT EBRW

	All students	FRL	Minority	ELD	IEP
2022-2023	417.6	400.6	407.6	367.7	348.3
2023-2024	412.6	392.9	397.8	315.8	310
2024-2025	425.3	412.7	411.1	326.9	346.5

Analysis:

ELA achievement on the PSAT/SAT EBRW showed a decline from 417.6 in 2023 to 412.6 in 2024, but rebounded in 2025 to 425.3, surpassing the 2023 level. FRL students improved steadily from 392.9 in 2024 to 412.7 in 2025, closing the gap with non-FRL peers. Minority students also demonstrated growth, rising from 397.8 in 2024 to 411.1 in 2025. While ELD and IEP students remain well below overall averages, both subgroups showed increases from 2024 to 2025 after experiencing steep declines the prior year. These data suggest positive momentum in achievement recovery, though targeted supports are still needed for ELD and IEP populations.

ELA Growth: PSAT/SAT EBRW

	All students	FRL	Minority	ELD	IEP
2022-2023	34%	34%	33.5%	40%	NA
2023-2024	34%	30%	29%	16.5%	17%
2024-2025	43%	42.5%	43%	38%	47%

Analysis: ELA growth on the PSAT/SAT EBRW remained flat at 34% from 2022–2024, but increased significantly to 43% in 2025. FRL students improved from 30% in 2024 to 42.5% in 2025, nearly eliminating the gap with non-FRL peers. Minority students also made strong gains, rising from 29% in 2024 to 43% in 2025. ELD and IEP subgroups, which were well below expectations in 2024 (16.5% and 17% respectively), showed major improvement in 2025, reaching 38% for ELD and 47% for IEP students. These trends reflect substantial growth across all student groups, especially among historically underserved populations.

ELA Achievement: NWEA ELA (% of students at grade level)

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	57%	22%	20%

Analysis: We just started using NWEA last year to help better understand of how students were performing. Achievement gaps exist between All Students, ELD Students, and Students with IEPs.

ELA Growth: NWEA ELA (% of students on track to make growth goals or who made growth goals)

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	68%	61%	58%

Analysis: We just started using NWEA last year to help better understand of how students were performing. Growth gaps exist between All Students, ELD Students, and Students with IEPs.

CURRENT PERFORMANCE TABLES FOR MATH

Given our school's low performance in Math, we have selected growth achievement in Math as a student performance priority.

Math Achievement: PSAT/SAT Math

	All students	FRL	Minority	ELD	IEP
2022-2023	402.4	391.2	395.7	373.5	351.3
2023-2024	390.2	374.6	381.2	322	296.7
2024-2025	396.2	392.1	385.9	324.7	300.3

Analysis: Math achievement data over the past three years show fluctuations across all student groups. Overall performance decreased from 2022–2023 to 2023–2024 but rebounded slightly in 2024–2025, with the all-student average increasing from 390.2 to 396.2. Students qualifying for Free/Reduced Lunch (FRL) and those identified as Minority groups also demonstrated modest gains after prior declines. However, English Language Development (ELD) and Individualized Education Program (IEP) students continue to perform significantly below other groups, with only minimal improvement from the previous year. Continued targeted interventions and instructional support are needed to close these persistent achievement gaps.

Math Growth: PSAT/SAT Math

	All students	FRL	Minority	ELD	IEP
2022-2023	37%	40%	39%	39%	36%
2023-2024	34%	30%	29%	16.5%	17%
2024-2025	41%	41%	40%	33%	26%

Analysis: Math growth data indicates notable improvement in 2024–2025 following a significant decline in the previous year. The percentage of students demonstrating growth increased from 34% to 41% overall, with similar gains seen among FRL and Minority students. ELD and IEP groups, while still performing below other subgroups, also showed meaningful recovery from their 2023–2024 lows. These upward trends suggest that recent instructional and intervention efforts are having a positive impact, though continued focus is needed to further accelerate growth for ELD and IEP students.

Student Performance Priority: Math Growth and Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

FMHS is at the 41st MGP for PSAT/SAT math growth

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 50th MGP on PSAT/SAT for Math

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 45th MGP on PSAT/SAT for Math

Interim Measure and Target?

NWEA 42nd MGP in Math on NWEA
NWEA 47th MGP in Math on NWEA

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

FMHS is at the 21st percentile in the state on PSAT for math achievement

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 30th percentile in the state on PSAT for Math

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 25th percentile in the state on PSAT for Math

Interim Measure and Target?

NWEA 35% of students will perform at or above the 61st percentile in Math
NWEA 40% of students will perform at or above the 61st percentile in Math

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: Evidence Based Reading and Writing Growth and Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

FMHS is at the 43rd MGP on SAT for EBRW growth

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 55th MGP on PSAT/SAT for EBRW

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 50th MGP on PSAT/SAT for EBRW

Interim Measure and Target?

NWEA MGP will be 37th percentile
NWEA MGP will be 42th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

FMHS is at the 23rd percentile in the state on PSAT for EBRW achievement

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 35th percentile in the

Interim Measure and Target?

Measurement Dates

12 / 19 / 2025

state on PSAT for EBRW

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 28th percentile in the state on PSAT for EBRW

NWEA 40% of students will perform at or above the 61st percentile
NWEA 45% of students will perform at or above the 61st percentile

05 / 15 / 2026

Student Performance Priority: Dropout Rate

Student Performance Priority Category

Dropout Rate

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

12

What is the current performance of this Student Performance Priority?

FMHS dropout rate is 2.2%

What is the 2-year (end of 2026-27) measure and target?

By May, 2027 the dropout rate at FMHS will be 1.5%

What is the 1-year (end of 2025-26) measure and target?

By May, 2026 the dropout rate at FMHS will be 2%

Interim Measure and Target?

90% of Students on Track to Graduate based on Credit Accumulation

Measurement Dates

12 / 19 / 2025

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

60% of students are below the 40th percentile on NWEA in math

What is the 2-year (end of 2026-27) measure and target?

45% of students will be below the 40th percentile on NWEA in math

What is the 1-year (end of 2025-26) measure and target?

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

NWEA 55% of students will be performing at or below the 40th percentile in math
NWEA 50% of students will be performing at or below the 40th percentile in math

On what date will the school measure this interim target?

12 / 19 / 2025
05 / 15 / 2026

50% of students will be below the 40th percentile on NWEA in math

Root Cause Analysis



Math Growth and Achievement



Need to prioritize instructional leadership

Provide a brief description of this Root Cause.

There is a need to leverage shared instructional leadership focused on school-level priorities and continuous improvement of instruction.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for focused professional development and follow-up support

Provide a brief description of this Root Cause.

There is a need for high-quality professional development and ongoing support for teachers in implementing key practices.

Root Cause Category

Teacher Development

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for spiraled content and use of assessment data in math

Provide a brief description of this Root Cause.

We need to spiral math content differently in response to student learning needs and use assessment to inform math instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Evidence Based Reading and Writing Growth and Achievement



Need to prioritize instructional leadership

Provide a brief description of this Root Cause.

There is a need to leverage shared instructional leadership focused on school-level priorities and continuous improvement of instruction.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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Need to use data to inform instructional practices and supports

Provide a brief description of this Root Cause.

We need to improve data analysis practices and use data to identify high-leverage instructional practices and supports for students.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Dropout Rate



Need for spiraled content and use of assessment data in math

Provide a brief description of this Root Cause.

We need to spiral math content differently in response to student learning needs and use assessment to inform math instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared

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Major Improvement Strategies



Use Common Formative Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In ELA, Social Studies, and Science, we will create standards-aligned units and common, standards-aligned assessments. We will use data from common, standards-aligned assessments to inform instructional practice and student supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to use data to inform instructional practices and supports

Describe the evidence/research that supports this Major Improvement Strategy.

According to Paul Bambrick-Santoyo, when conducted properly, using data to inform teaching practice is one of the most effective ways to help students achieve success. Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." This work is an important priority for our school because we are actively developing a data culture and now have access to nationally

normed data (NWEA). We also have supervisory structures in place that will allow each of our administrators to oversee the work of one core content department, including their work in data teams. This strategy dovetails with our strategy focused on implementing the Workshop Model.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Departments using common assessments to guide instruction.</p>	<p>100% of teachers in ELA, SS, and Science department teams will use the “What, So What, Now What” protocol to analyze and reflect on student data for two units of instruction.</p>	<p>10 / 10 / 2025</p>
<p>Who will monitor these milestones?</p> <p>Admin, Lead Improvement Team, Instructional Leadership Team</p>	<p>100% of teachers in ELA, SS, and Science departments will identify targeted strategies to address gaps in learning.</p>	<p>01 / 09 / 2026</p>
	<p>100% of ELA, SS, and Science data teams will use student work to assess whether strategies have been effective.</p>	<p>03 / 06 / 2026</p>
	<p>100% of ELA, SS, and Science data teams will have developed a strategy toolkit to be used the following year.</p>	<p>05 / 15 / 2026</p>



Action Plan

Action Step

Responsible Party

Start Date

End Date

1. Repurpose teacher collaboration time in ELA, Social Studies and Science to create standards-aligned formative assessments for each unit of instruction.	Admin team	08 / 15 / 2025	10 / 10 / 2025
2. Create or find a protocol to guide each team in creating standards-aligned formative assessments for each unit of instruction.	Admin team, ONWARD Ed Consulting	08 / 15 / 2025	10 / 10 / 2025
3. Create standards-aligned formative assessments for the first quarter during teacher collaboration time using the protocol.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
4. Evaluate/revise/reorganize unit content to align with the standards-aligned formative assessments.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
5. Identify mid-point standards-aligned student work to examine to predict student success on upcoming standards-aligned assessment and identify high-leverage supports for students.	Admin team, department teams	08 / 15 / 2025	10 / 10 / 2025
6. Engage in cycles of student-centered coaching to implement and refine high-leverage instructional supports based on student work samples.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
7. Use follow-up student work samples to determine whether high-leverage instructional strategies have been effective.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
8. Administer standards-aligned formative assessments.	Department teams	08 / 15 / 2025	10 / 10 / 2025
9. Analyze student results using the “What, So What, Now What” protocol or a similar protocol adopted by each collaborative teacher team.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
10. Identify instructional next steps based on results of analysis of student results.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
11. Capture the most effective instructional strategies for the units and determine how they should be used as Tier 1 instructional strategies moving forward.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
12. Create a tool to capture teacher feedback on the effectiveness of collaborative structures and adjust structures based on feedback.	Admin team, ONWARD Ed Consulting	08 / 15 / 2025	10 / 10 / 2025
13. Repeat steps 3-12 for second quarter assessments with an emphasis on 1) identifying targeted strategies to address gaps in learning and 2) student-centered coaching as a support.	Admin, data teams, instructional coach	10 / 13 / 2025	01 / 09 / 2026
14. Repeat steps 3-13 for third quarter assessment with an emphasis on using student work to evaluate effectiveness of strategies.	Admin, data teams, instructional coach	01 / 12 / 2026	03 / 06 / 2026
15. Repeat steps 3-14 for fourth quarter assessment.	Admin, data teams, instructional coach	03 / 09 / 2026	05 / 15 / 2026
16. Create a reflective process for collaborative teacher teams to reflect on the effective instructional strategies	Admin team, ONWARD	03 / 09 / 2026	05 / 15 / 2026

they've captured during the course of the year and create a strategy toolkit to use as a starting point for Tier 1 instruction 2026-2027.

Education Consulting

17. Allocate time for teacher teams to share their toolkits, summarize the data that led to the identification of strategies for the toolkit, and a snapshot of how the strategies were used.

Admin team

03 / 09 / 2026

05 / 15 / 2026



Implement Workshop Model Schoolwide Starting with Early Adopters

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies with a focus on attracting and developing early adopters over the course of the year to continue to build authentic engagement from teachers in implementing these key approaches.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support

Describe the evidence/research that supports this Major Improvement Strategy.

The workshop model equips secondary classrooms with a flexible, student-centered structure that fosters rigor, differentiation, and agency (Fullan, 2014; Hattie, 2012; Darling-Hammond et al., 2020). Early adopters are essential to the spread of new practices because they act as opinion leaders and trusted models for their peers. When they embrace a new practice, they reduce uncertainty for others, demonstrate its relative advantage, and provide observable results in real classrooms, accelerating adoption (Basileo and Lyons, 2024). Supporting early adopters in implementing the Workshop Model is a good fit at FMHS for several reasons. We have four staff trained in the Workshop Model and Thinking Strategies. We have 16 early adopters who are interested in implementing this model in their classrooms this year. By highlighting and supporting the work of early adopters, we will build authentic buy-in and momentum for this instructional approach.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?	100% of early adopters will implement at least 1 workshop model lesson.	10 / 10 / 2025
Teachers will use the workshop model to provide engaging, rigorous instruction.	100% of early adopters and newly trained staff (math) will implement workshop model lessons once a week.	01 / 09 / 2026
Who will monitor these milestones?	100% of data teams will implement at least 2 Thinking Strategies and determine their impact on student learning through analysis of student work and CFAs.	03 / 06 / 2026
Admin, Lead Improvement Team, Instructional Leadership Team	100% of data teams will implement at least 2 additional Thinking Strategies (total of 4) and determine their impact on student learning through analysis of student work and CFAs.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create and communicate a menu of supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching. Communicate procedures for accessing supports. Reallocate funds for stipends where necessary.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
2. Use September 29 pm flex time for micro-PD and co-planning for early adopters facilitated by lead teachers.	Admin	08 / 15 / 2025	10 / 10 / 2025
3. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	08 / 15 / 2025	10 / 10 / 2025
4. Adjust supports based on feedback from early adopters.	Admin, LIT, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
5. Use November 10 for differentiated PD for all staff on the workshop model that allows early adopters to receive advanced training. Focus on Thinking Strategies with early adopters so they can lead data team work for next cycle.	Admin, LIT, Lead Adopters	10 / 13 / 2025	01 / 09 / 2026

6. Send 2 math teachers to Minds on Math PEBC training.	Admin	10 / 13 / 2025	01 / 09 / 2026
7. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin	10 / 13 / 2025	01 / 09 / 2026
8. Create a process to allow early adopters to communicate when they will use the workshop model in their classrooms.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
9. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	10 / 13 / 2025	01 / 09 / 2026
10. Recruit a second wave of early adopters.	Admin, LIT, Lead Adopters, Early Adopters	10 / 13 / 2025	01 / 09 / 2026
11. Allow data team time for early adopters to train data team members on workshop model and thinking strategies.	Admin, Early Adopters	01 / 12 / 2026	03 / 06 / 2026
12. Engage data teams in 2-4 data team cycles to engage in small-scale trials of 2-4 Thinking Strategies and evaluate the impact on student learning using student work and CFAs.	Admin	01 / 12 / 2026	03 / 06 / 2026
13. Adopt effective Thinking Strategies as key elements of Tier 1 instruction.	Admin, Data Teams	01 / 12 / 2026	03 / 06 / 2026
14. Use March 23 PD time to provide breakout sessions led by the expanded PEBC team.	Admin, Lead Adopters	01 / 12 / 2026	03 / 06 / 2026
15. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin, ONWARD Education Consulting, Lead Adopters	01 / 12 / 2026	03 / 06 / 2026
16. Continue to use/refine a process to allow early adopters to communicate when they will use the workshop model in their classrooms and schedule a lead teacher, coach, or administrator to provide feedback.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
17. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	01 / 12 / 2026	03 / 06 / 2026
18. Engage data teams in 2-4 data team cycles to engage in small-scale trials of 2-4 Thinking Strategies and evaluate the impact on student learning using student work and CFAs.	Admin	03 / 09 / 2026	05 / 15 / 2026
19. Adopt effective Thinking Strategies as key elements of Tier 1 instruction.	Admin, Data Teams	03 / 09 / 2026	05 / 15 / 2026
20. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin, ONWARD Education Consulting, Lead Adopters	03 / 09 / 2026	05 / 15 / 2026
21. Continue to use/refine a process to allow early adopters to communicate when they will use the workshop model in their classrooms.	Admin, Early Adopters, Lead Adopters	03 / 09 / 2026	05 / 15 / 2026

22. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports. Admin

03 / 09 / 2026

05 / 15 / 2026



Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines

Major Improvement Strategy Category

Continuous Improvement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will continue to develop routines, tools, and competencies that will support Instructional Leadership Team and Lead Improvement Team members to actively guide continuous improvement work at FMHS.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership

Describe the evidence/research that supports this Major Improvement Strategy.

Instructional leadership teams and lead improvement teams reflect an investment in distributed leadership. Distributed leadership is grounded in the recognition that effective leadership is not confined to a single individual but is instead a shared responsibility that extends throughout an organization (Gronn, 2002). Research suggests a positive correlation between distributed leadership and improved student learning outcomes (Leithwood et al., 2008). Distributed leadership capitalizes on the expertise, insights, and contributions of teachers and other stakeholders (Flessa, 2009). Distributed leadership fosters a culture of continuous improvement and innovation (Park & Datnow, 2009). This strategy is a good fit because we have reconfigured our instructional leadership team, we have an active lead improvement team, we now have NWEA data to monitor our student progress, and we have clear implementation benchmarks and action steps. We believe the instructional leadership team and lead improvement team will play a critical role in creating a culture shift toward a culture of continuous improvement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of ILT and LIT members will report understanding school level	10 / 10 / 2025
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priorities, goals, and action plans for achieving goals.

What improvement do you expect to see in adult behaviors or school systems?

Increased teacher engagement in continuous improvement routines.

90% of ILT and 100% of LIT members will communicate understanding the role of each team in improvement cycle work. 01 / 09 / 2026

Who will monitor these milestones?

Admin, ILT, LIT

90% of ILT and LIT members will report that discussions are focused on goal attainment, collaborative problem-solving, continuous improvement. 03 / 06 / 2026

100% of ILT and LIT members will report that the team engages in improvement cycles that use implementation data, perception data and achievement data to inform next steps in the improvement process. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create calendar of ILT and LIT meetings that take into account the availability of interim assessment data and implementation benchmark dates.	Admin	08 / 15 / 2025	10 / 10 / 2025
2. Convene combined ILT and LIT to review priorities, student achievement goals, major improvement strategies, implementation benchmarks/short cycle outcomes, and action steps.	Admin	08 / 15 / 2025	10 / 10 / 2025
3. Revisit the role of ILT and LIT in improvement cycle work and how the work of each team is coordinated.	Admin	08 / 15 / 2025	10 / 10 / 2025
4. Create protocols for monthly ILT meetings and combined LIT and ILT meetings focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
5. At October LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 2 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
6. Implement calendar of individual ILT meetings, LIT			

meetings, and combined ILT and LIT meetings.	Admin	10 / 13 / 2025	01 / 09 / 2026
7. Use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	10 / 13 / 2025	01 / 09 / 2026
8. At October – December ILT meetings, focus on attainment of implementation benchmarks and problem-solving related to implementation benchmarks/short cycle outcomes.	Admin	10 / 13 / 2025	01 / 09 / 2026
9. In December, administer a staff survey focused on perceptions about improvement work.	Admin	10 / 13 / 2025	01 / 09 / 2026
10. In January, in addition to implementation benchmarks/short cycle outcomes, include student data and teacher perception data at the combined ILT/LIT meeting.	Admin	10 / 13 / 2025	01 / 09 / 2026
11. At January LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 3 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
12. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	10 / 13 / 2025	01 / 09 / 2026
13. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
20. Continue to implement calendar of individual ILT meetings, LIT meetings, and combined ILT and LIT meetings.	Admin	03 / 09 / 2026	05 / 15 / 2026
21. Continue to use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	03 / 09 / 2026	05 / 15 / 2026
22. At April ILT meeting, focus on attainment of implementation benchmarks and problem-solving related to implementation benchmarks/short cycle outcomes.	Admin	03 / 09 / 2026	05 / 15 / 2026
23. In May, administer a staff survey focused on perceptions about improvement work.	Admin	03 / 09 / 2026	05 / 15 / 2026
24. In May, analyze local student data to identify student performance priorities and engage staff in facilitated root cause analysis.	Admin	03 / 09 / 2026	05 / 15 / 2026
25. In May, in addition to implementation benchmarks/short cycle outcomes, review student data and teacher perception data and formalize root causes at the combined ILT/LIT meeting.	Admin	03 / 09 / 2026	05 / 15 / 2026
26. At May LIT meeting, use Continuous			

Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 3 action steps, articulate new learnings about improvement work at FMHS & identify implementation benchmarks for October 2026.	Admin, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
27. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	03 / 09 / 2026	05 / 15 / 2026
28. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
14. Continue to implement calendar of individual ILT meetings, LIT meetings, and combined ILT and LIT meetings.	Admin	01 / 12 / 2026	03 / 06 / 2026
15. Continue to use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	01 / 12 / 2026	03 / 06 / 2026
16. In March, facilitate combined ILT/LIT meeting.	Admin	01 / 12 / 2026	03 / 06 / 2026
17. At March LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 4 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
18. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	01 / 12 / 2026	03 / 06 / 2026
19. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026



Implement Integrated, Standards-based Content and Aligned Assessments in Math

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will implement integrated math curriculum maps created last year, create content aligned to the maps, and design aligned, standards-based assessments for Integrated I and II.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for spiraled content and use of assessment data in math

Describe the evidence/research that supports this Major Improvement Strategy.

Implementing an integrated high-school mathematics pathway is recommended by major organizations and standards bodies because it builds year-over-year coherence across algebra, geometry, functions, and statistics and supports college- and career-readiness (NCTM, 2018; CCSSO, 2010; Achieve, 2010). Comparative research finds students in well-implemented integrated programs perform as well as or better than peers in traditional sequences, indicating no loss of rigor and potential gains from connected learning (Tarr, Grouws, Chávez, & Soria, 2014). According to Paul Bambrick-Santoyo, when conducted properly, using data to inform teaching practice is one of the most effective ways to help students achieve success. Data-driven instruction involves changing a school’s focus from “what was taught” to “what was learned.” This strategy is a good fit for FMHS because we have a schoolwide focus on common assessments and we created integrated curriculum maps during the 2024-2025 school year in response to low, flat math scores.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of Integrated I and II teachers will create, administer, and analyze first quarter common formative assessments Integrated I and II.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Math teachers will implement Integrated Math I and II and common assessments.

100% of Integrated I and II teachers will create, administer, and analyze second quarter common formative assessments Integrated I and II.	01 / 09 / 2026
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Who will monitor these milestones?

Admin, Math Department, Lead Implementation Team

100% of Integrated I and II teachers will create, administer, and analyze third quarter common formative assessments Integrated I and II.	03 / 06 / 2026
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100% of Integrated I and II teachers will create, administer, and analyze fourth quarter common formative assessments for Integrated I and II.	05 / 15 / 2026
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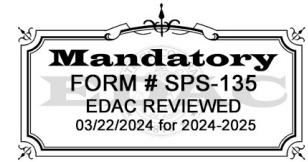
Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Review newly designed quarterly standards-aligned curriculum map for integrated math content. Ensure there is clarity around vertical alignment of standards across integrated math classes for the quarter.	Admin, instructional coach	08 / 15 / 2025	10 / 10 / 2025
2. Calendar a weekly schedule for math data teams to outline a cycle for creating standards-aligned CFAs, aligning content to CFAs, examining student work to guide instruction, administering CFAs, and analyzing results to determine supports and next steps	Admin, ONWARD Education Consulting, instructional coach	08 / 15 / 2025	10 / 10 / 2025
3. Create protocols for implementing newly designed integrated content for each unit of instruction, creating common assessments, using student work to guide instruction, and using CFAs to determine instructional supports and next steps.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
4. Implement facilitated cycles of instruction and assessment aligned to the calendar for quarter 1 using tools and protocols developed to support teacher teams.	Admin, math data teams	08 / 15 / 2025	10 / 10 / 2025
5. Following each unit of instruction, revisit vertical alignment using student work and CFAs. Identify redundancies and gaps in instruction and assessment. Capture adjustments in the curriculum map and in instructional units.	Admin, math data teams	08 / 15 / 2025	10 / 10 / 2025
6. Collect teacher feedback on the effectiveness of collaborative structures and adjust structures based on feedback.	Admin	08 / 15 / 2025	10 / 10 / 2025
7. Repeat steps 1 and 4-6 for quarter 2.	Admin, math data teams	10 / 13 / 2025	01 / 09 / 2026
8. Repeat steps 1 and 4-6 for quarter 3.	Admin, math data teams	01 / 12 / 2026	03 / 06 / 2026
9. Repeat steps 1 and 4-6 for quarter 4.	Admin, math data teams	03 / 09 / 2026	05 / 15 / 2026
10. Facilitate a process for teachers to reflect on the first year of implementation of integrated math I and II with a focus on vertical alignment, processes to support the use of student work and assessment, and quality of assessments.	Admin	03 / 09 / 2026	05 / 15 / 2026
11. Capture necessary adjustments in common assessments, instructional units, and curriculum map.	Admin, math department	03 / 09 / 2026	05 / 15 / 2026

Requirement	Applies to...	Agreement
<p>Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).</p>	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V1 Fort Morgan High School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Lincoln High School

Grades Served

NA

Phone

9708672924

District Name

Fort Morgan Re-3

Website

www.morgan.k12.co.us

Description

Lincoln High School (LHS) is an alternative education campus (AEC) that is a part of the Fort Morgan School District Re-3 that

provides educational opportunities for students who have not been successful in a traditional school setting. While each student's story

is unique, many have a history of academic challenges, high absenteeism, disciplinary/legal issues, past trauma, mental health

struggles, substance use/abuse, homelessness, and the need for full/part-time employment. Our goal is to meet the student and family

where they are, identify barriers to their success, and help them create a plan that will lead them to graduation and beyond. Our

purpose is threefold: to build a community of learners, to be an alternative to mainstream education, and to be a leader of successful

second chances. Lincoln utilizes an individualized, self-paced instructional model which empowers students to catch up or accelerate

their education. This model combines independent learning, one-on-one

direct instruction from the teacher, and various technology

based resources. This supports our school's vision to offer a supportive environment that empowers healthy, safe life choices that

cultivate students' education, citizenship, and skills necessary to guide them into a successful future.

School Contact Information

Name: Vicki Davis

Title: Principal

Phone: 970-370-6447

Email: vicki.davis@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Low reading & writing achievement & growth*

- Improve Tier One Instruction
- Foundational Skills
- Lack of Building Wide High School Literacy Skills

- High School Literacy Program
- Building-wide Writing Rubrics
- MTSS/RTI
- Improved Intake Process
- Lack of clearly defined system for school-wide expectations

- *Low math achievement & growth*

- Improve Tier One Instruction
- Foundational Skills

- High School Literacy Program
- Building-wide Writing Rubrics
- MTSS/RTI
- Improved Intake Process
- Lack of clearly defined system for school-wide expectations



Student Performance Priorities

Student Performance Priority Summary

- Lincoln High School received an AEC: Improvement rating on the 2024 AEC School Performance Framework, and was rated Approaching for three out of four of the performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness; and was rated Meets in Student Engagement.

<i>Mean SAT Composite Score</i>				
Grade 11	2022	2023	2024	3 Year Ave.
Reading & Writing	380	398	390	389.3 (DNM)
Math	373	358	362.3	364.4(DNM)
Composite	753	757	752	772.43
<i>Mean PSAT Composite Score</i>				
Grade 10	2022	2023	2024	3 Year Ave.
Reading & Writing	343.3	376	362.6	360.6(DNM)
Math	352.2	365	356.1	357.77 (A)
Composite	695.5	741	719	717.2

Lincoln High School's reading and writing achievement and growth in CO PSAT and SAT does not meet state average, even when compared to other AECs. This is not align with NWEA achievement and growth data in reading and language use which meets as per AEC optional measures. The 3 year mean PSAT Composite score was 360.6 ; the 3 year mean SAT Composite Score is 389.3 - both below the state average for AECs.

LHS's math achievement and growth in CO PSAT and SAT does not meet state average, even when compared to other AECs; with NWEA approaching as per AEC optional measures. The 3 year PSAT Composite score in math was 357.77 and the 3 year SAT Composite Score is 364.4 - both below the state average for AECs.

Over the past three years, students at Lincoln High School have shown a consistent increase in Academic Achievement in Language Usage (2023 - 50%, 2024 - 63%, and 2025 - 65%) improving at least one or more grade level equivalent between NWEA testing periods; in Reading (2023 - 53%, 2024 - 67%, and 2025 - 69%) improving at least one or more grade level equivalent between NWEA testing periods. NWEA achievement was not as consistent and showed a decrease in least one or more grade level equivalent between NWEA testing periods in 2025 (2023 - 62%, 2024 - 64%, and 2025 - 48%).

AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	2022 Actual	2023 Actual	2024 Actual	2025 Actual
NWEA MAP Achievement	Language Usage	32%	50%	63%	65%
NWEA MAP Achievement	Reading	28%	53%	67%	69%
NWEA MAP Growth Target	Language Usage	24%	44%	63%	70%
NWEA MAP Growth Target	Reading	28%	53%	41%	64%
AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	2022 Actual	2023 Actual	2024 Actual	2025 Actual
NWEA MAP Achievement	Math	35%	62%	64%	48%
NWEA MAP Growth Target	Math	35%	54%	64%	48%

Over the past three years, students at Lincoln High School have shown a consistent increase in Growth in Language Usage (2023 - 44%, 2024 - 63%, and 2024 - 70%) improving their targeted RIT score between NWEA testing periods. NWEA Growth was not as consistent in Reading (2023 - 53%, 2024 - 41%, and 2025 - 64%) and Math (2023 - 54%, 2024 - 64%, and 2025 - 48%).

Attendance						
	2022 - 2023		2023 - 2024		2024-2025	
Grade	# of Stud.	% Att.	# of Stud.	% Att.	# of Stud.	% Att.
9	14	65.31	9	70.07	8	80.65
10	10	80.38	22	75.61	15	78.63
11	12	77.63	13	80.65	20	76.21
12	27	67.63	12	73.01	12	72.48
	63	71.79	56	75.73	55	76.49
					3 Year average = 74.67	

For the past three years, students' attendance at LHS has show steady improvement (2023 - 71.79%, 2024 - 75.73%, and 2025 - 76.49%) with a three average of 74.67%, slightly below state expected average daily attendance rates for AECs.

Dropout, Truancy, Returning Student & Credits Earned				
	Dropout Rate	Truancy Rate	Returning Student	Credits Earned
2022-2023	28.80%	17.44%	34/37 = 92%	298/468 = 63.7%
2023-2024	20.60%	13.15%	37/37 = 100%	382/595 = 64%
2024-2025	21.10%	10.07%	34/35 = 97%	512.5/758.5 = 68%
3 Year Average	23.50%	13.55%	96.30%	65.23%

For the past three years, LHS has had a high dropout rate (2023 - 28.8%, 2024 - 20.6%, and 2025 - 21.1%) with a three year average of 23.5% - below the state average when compared to other AECs.

Student Performance Priority: Low reading & writing achievement & growth

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

For Fall 2025 in NWEA, students tested in the 55th median growth percentile in both Reading and Language Usage.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026-2027, on NWEA Reading and Language Usage we will increase our median growth percentile from the 60th percentile to the 65th percentile.

What is the 1-year (end of 2025-26) measure and target?

Interim Measure and Target?

On NWEA Reading and Language Usage, we will increase our median growth

Measurement Dates

12 / 11 / 2025

By the end of 2025-2026, on NWEA Reading and Language Usage we will increase our median growth percentile from the 55th percentile to the 60th percentile.

percentile between fall and winter test periods.

Student Performance Priority: Low math achievement & growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

For Fall 2025 in NWEA, students tested in the 56th median growth percentile in Math.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026-2027, on NWEA Math we will increase our median growth percentile from the 60th percentile to the 65th percentile.

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025-2026, on NWEA Math we will increase our median growth percentile from the 56th percentile to the 60th percentile.

Interim Measure and Target?

On NWEA Math, we will increase our median growth percentile between fall and winter test periods.

Measurement Dates

12 / 11 / 2025

Student Performance Priority: Low Attendance

Student Performance Priority Category

Student engagement

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

In 2024-2025, Lincoln High School's ADA was 76.94%.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026 - 2027, Lincoln High School's ADA will be 86.7%.

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025 2026, Lincoln High School's ADA will be 82.7%.

Interim Measure and Target?

By December 2025, Lincoln High School's ADA will be 80% or higher.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: High Dropout

Student Performance Priority Category

Dropout Rate

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

Lincoln High School's three year average dropout rate is 23.5%, which is approximately 41 students or 14 students per year.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026 - 2027, Lincoln High School's dropout rate will decline to 12.8% or less (less than 8 students).

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025 2026, Lincoln High School's dropout rate will decline to 18.5% or less (less than 11 students).

Interim Measure and Target?

By December 2025, only 6 Lincoln High School students will dropout.

Measurement Dates

12 / 19 / 2025

Root Cause Analysis



Low reading & writing achievement & growth



Improve Tier One Instruction

Provide a brief description of this Root Cause.

We need professional development on how to improve and incorporate high school literacy and math skills into tier one instruction within a self-paced, direct instruction delivery system.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

In 2024-2025, we discovered that 17% of our student population previously received ELD services and were struggling in classes that required high amounts of reading and writing. This was consistent with the students currently receiving ELD services (11%) and students currently receiving IEP services (25%). This data was gathered and analyzed by the Student Intervention Team (SIT) and through our Weekly Progress Monitoring.



Foundational Skills

Provide a brief description of this Root Cause.

We need to assess students' skills that enroll at LHS to create an individualized plan to foster success.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Parents and students are provided with an orientation to Lincoln High School that highlight the differences between an alternative education campus and a traditional campus, but we have not provided a formal system to introduce the skills that a student needs in order to learn and engage in a self-paced system or assess their skills in order to be academically successful.



Lack of Building Wide High School Literacy Skills

Provide a brief description of this Root Cause.

We need to develop a building-wide foundational understanding of literacy skills to inform instructional practices and provide data-driven interventions.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Based on weekly progress monitoring discussions, staff agreed that there is a lack of building wide norms for literacy skills as they apply to language usage.



Low math achievement & growth



Improve Tier One Instruction

Provide a brief description of this Root Cause.

We need professional development on how to improve and incorporate high school literacy and math skills into tier one instruction within a self-paced, direct instruction delivery system.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

In 2024-2025, we discovered that 17% of our student population previously received ELD services and were struggling in classes that required high amounts of reading and writing. This was consistent with the students currently receiving ELD services (11%) and students currently receiving IEP services (25%). This data was gathered and analyzed by the Student Intervention Team (SIT) and through our Weekly Progress Monitoring.



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Parents and students are provided with an orientation to Lincoln High School that highlight the differences between an alternative education campus and a traditional campus, but we have not provided a formal system to introduce the skills that a student needs in order to learn and engage in a self-paced system or assess their skills in order to be academically successful.



Low Attendance



Student Engagement Strategies

Provide a brief description of this Root Cause.

We need more strategies to improve student engagement and attendance.

Root Cause Category

Student engagement systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, there are a number of challenges that contribute to students missing school, such as: family issues (needing to care for other family members), transportation issues, and students' work schedules. The majority of students who come to Lincoln High School are over-aged and under-credited, putting them behind their peers.



Safe School Culture

Provide a brief description of this Root Cause.

We need to provide a safe culture that promotes the importance and relevance of school attendance.

Root Cause Category

Mission and Vision

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, avoidance of stressful situations, such as academic pressures, conflicts with school staff and other students, bullying, and social anxiety. Most LHSs students have experienced at least one significant traumatic event in their lives resulting in approximately 75% of the students presenting with mental health issues (anxiety, depression, anger, etc.), substance use/abuse issues, homelessness, poverty, that have adversely impacted their life, including their academics, behavior, and attendance.



High Dropout



Student Engagement Strategies

Provide a brief description of this Root Cause.

We need more strategies to improve student engagement and attendance.

Root Cause Category

Student engagement systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, there are a number of challenges that contribute to students missing school, such as: family issues (needing to care for other family members), transportation issues, and students' work schedules. The majority of students who come to Lincoln High School are over-aged and under-credited, putting them behind their peers.



Safe School Culture

Provide a brief description of this Root Cause.

We need to provide a safe culture that promotes the importance and relevance of school attendance.

Root Cause Category

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Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, avoidance of stressful situations, such as academic pressures, conflicts with school staff and other students, bullying, and social anxiety. Most LHSs students have experienced at least one significant traumatic event in their lives resulting in approximately 75% of the students presenting with mental health issues (anxiety, depression, anger, etc.), substance use/abuse issues, homelessness, poverty, that have adversely impacted their life, including their academics, behavior, and attendance.

Major Improvement Strategies



High School Literacy Program

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Provide professional development for staff regarding high school literacy to include curriculum integration, instruction, and interventions.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Foundational Skills
- Lack of Building Wide High School Literacy Skills

Describe the evidence/research that supports this Major Improvement Strategy.

According to New Leaders: Leadership Changes Everything (<https://www.newleaders.org/resources>), when principals and teachers work together to advance best practices in ELA and literacy instruction, teacher and student outcomes will grow exponentially by: building teacher capacity in understanding best practices in effective ELA and literacy instruction; increasing the complexity of content by using a strong curriculum that is rigorous, accessible, and culturally relevant; and changing the role that students play in their learning.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Staff will explore various high school literacy programs & curriculum.

Implementation Milestones

Implementation Milestone	Date
--------------------------	------

Who will monitor these milestones?

Principal

Staff will select a high school literacy program, curriculum, and/or book to utilize at LHS. 02 / 11 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Staff will explore/review high school literacy programs, curriculum, and/or books to utilize at LHS to improve reading and writing.	Principal, SPICI, School Counselor, all teachers	10 / 03 / 2025	02 / 11 / 2026
Staff will begin implementing literacy strategies to improve reading and writing.	Principal, SPICI, School Counselor, all teachers	02 / 11 / 2026	05 / 29 / 2026
Staff will participate in professional development on best practices on high school literacy instruction.	Principal, SPICI, School Counselor, all teachers	11 / 10 / 2025	05 / 29 / 2026
Train teachers to use Can-Do Descriptors to understand language abilities of NEP and LEP students and plan for goal-setting.	Principal, CLD Director	08 / 21 / 2025	05 / 29 / 2026



Building-wide Writing Rubrics

Major Improvement Strategy Category

Equitable Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Staff will collaborate to create building-wide writing rubrics for short constructed responses, essays, and research papers.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Lack of Building Wide High School Literacy Skills

Describe the evidence/research that supports this Major Improvement Strategy.

According to New Leaders: Leadership Changes Everything (<https://www.newleaders.org/resources>), "building teacher mindsets that every student has the ability to grow as readers and writers ensures that teacher teams work together to develop instruction that is equitable and accessible for all students." Teachers will select and create tasks that will be evident through meaningful content, effective instructional practices, active student engagement, and hold students' accountable for their work.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Common writing rubrics will be create to evaluate and improve students' writing.</p>	100% of staff will use common writing rubrics to evaluate student work.	05 / 29 / 2026
<p>Who will monitor these milestones?</p> <p>Principal</p>	Staff will explore & receive professional development on high school literacy.	05 / 29 / 2026
	Staff will use weekly progress monitoring data to inform instruction & curriculum development.	05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Staff will submit weekly progress data on student progress on the courses in which they are enrolled.	Principal, all teachers	08 / 12 / 2025	05 / 29 / 2026
Staff will participate in weekly data discussions that will formulate individual student plans and inform overall instruction.	Principal, SPICI, School Counselor, all teachers, and admin. assistant	08 / 12 / 2025	05 / 29 / 2026
Staff will create and/or use common writing rubrics for written work.	Principal, SPICI, School Counselor, all teachers	10 / 23 / 2025	05 / 29 / 2026
Staff will participate in professional development on best practices on high school literacy instruction.	Principal, SPICI, School Counselor, all teachers	11 / 10 / 2025	05 / 29 / 2026
Staff will participate in professional development on how to better leverage NWEA results.	Principal, Asst. Superintendent of Curriculum & Development	10 / 16 / 2025	05 / 29 / 2026



Improved Intake Process

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Given that the majority of students who are referred to LHS are over-aged and under-credited, staff will collaborate to create an intake process that assesses both math, reading, and language usage skills to identify gaps in learning. In addition to parent-student orientation that highlights the differences between an alternative education campus and a traditional campus, we will provided a system to introduce the skills that students need in order to learn and engage in a self-paced system.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Foundational Skills
- Student Engagement Strategies

Describe the evidence/research that supports this Major Improvement Strategy.

According to the National Dropout Prevention Center, has identified one of the domains for Effective Strategies for Alternative School Improvement as "Referral and Entry" where referral criteria and processes are effective and contribute to positive school entry and early stage success, effectively transmits important information from the feeder school to the alternative school, and communicates sufficient information about school function and success criteria to incoming students and families. NDPC also identified another domain as "Relevance and Recovery", where Alternative School Programs are challenged for their instructional practices to consider and address the academic deficiencies of individual students, where instruction is structured and delivered in such a way that students recover credits and grade levels needed to accelerate progress toward graduation.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Improved intake process that assesses students' academic & SEL needs.

Implementation Milestones

Implementation Milestone Date

Who will monitor these milestones?

Determine what needs to be assessed and which assessments to use.

03 / 23 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Students will complete a BOY survey to determine needs in the area of SEL & post-secondary workforce readiness.	Principal, School Counselor	08 / 12 / 2025	05 / 29 / 2026
Staff will collaborate to determine what academic skills need to be assessed at intake to improve student learning and how those skills will be assessed.	Principal, SPICI, School Counselor, All Staff	10 / 23 / 2025	05 / 29 / 2026
Staff will develop an intake process that assesses student needs, skills necessary to be successful in a self-paced program, and interventions necessary to address learning gaps.	Principal, SPICI, School Counselor, All Staff	10 / 23 / 2025	05 / 29 / 2026



MTSS/RTI

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Lincoln High School will implement an effective MTSS/RTI process will be utilized to analyze student data and identify students in need of intervention strategies and/or remediation. Staff will provide targeted interventions, large group instruction, one-on-one tutoring, or skill-based education to students identified through the use of assessment data or weekly progress reports as needing interventions.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Foundational Skills
- Student Engagement Strategies

Describe the evidence/research that supports this Major Improvement Strategy.

Lincoln High School will utilize the COMTSS School Implementation Team (C-SIT) model to assist with the implementation of RtI procedures, protocols, and processes. This framework includes: team-driven shared leadership; data-based problem solving; layered continuum of supports; family, school and community partnering; comprehensive screening and assessment system; with RtI at the center of the process.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Identify and address student needs effectively

Implementation Milestone Date

Students will make adequate academic progress in 70% or more of scheduled classes on a weekly basis. 05 / 29 / 2026

Who will monitor these milestones?

Principal

Improved student progress towards graduation with 80% of students eligible to graduate will have completed 50% of the credits needed by end of 1st semester. 12 / 19 / 2025



Action Plan

Action Step	Responsible Party	Start Date	End Date
Participate in CDIT for COMTSS	Principal	08 / 04 / 2025	05 / 29 / 2026
Weekly Student Intervention Team meeting	Principal, Admin. Assistant, School Counselor, SPICI, and school nurse	08 / 04 / 2025	05 / 29 / 2026
Weekly goal setting with Credit Planners	Teachers, Principal, and Counselor	08 / 12 / 2025	05 / 29 / 2026
Weekly progress reports to parents	Teachers, Admin. Assistant	08 / 12 / 2025	05 / 29 / 2026
RtI Meetings with students & parents	Principal, Admin. Assistant, School Counselor, SPICI, and teachers	08 / 12 / 2025	05 / 29 / 2026

Weekly Progress Monitoring meeting	Principal, Admin. Assistant, School Counselor, SPICI, and all teachers	08 / 14 / 2025	05 / 29 / 2026
NWEA Training for teachers on leveraging results to improve instruction	Principal, Asst. Superintendent	10 / 16 / 2025	03 / 23 / 2026
Concurrent enrollment	School Counselor	08 / 12 / 2025	05 / 29 / 2026
Attendance calls, letters, and home visits	Principal, administrative assistant, school counselor, SPICI	08 / 12 / 2025	05 / 29 / 2026
Staff will research self-paced instructional models and incorporate best practices into their classroom practices that will incorporate direct instruction, blended learning, differentiated instruction, and independent learning.	Principal, Admin. Assistant, School Counselor, SPICI, and teachers	08 / 04 / 2025	05 / 29 / 2026
Attendance Intervention Program	Principal, Admin. Asst., Teachers, SPICI, School Counselor	11 / 04 / 2025	05 / 29 / 2026



Lack of clearly defined system for school-wide expectations

Major Improvement Strategy Category

School or District Climate and Culture

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

By having clearly defined school-wide expectations, processes and program, we will effectively identify and address student needs in a timely manner in a safe, caring, and supportive environment.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Foundational Skills
- Student Engagement Strategies
- Safe School Culture

Describe the evidence/research that supports this Major Improvement Strategy.

Utilizing Capturing Kids Hearts, Character Strong, and the COMTSS School Implementation Team (C-SIT) model to assist with the implementation of RtI procedures, protocols, and processes. This framework includes: team-driven shared leadership; data-based problem solving; layered continuum of supports; family, school and community partnering; comprehensive screening and assessment system; with RtI and student success at the center of the process.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Positive and safe school culture

Who will monitor these milestones?

Principal

Implementation Milestones

Implementation Milestone	Date
Decrease in office referrals for conflict with staff and/or other students.	05 / 29 / 2026



Implementation 2

What improvement do you expect to see in adult behaviors or school systems?

Improved Classroom Instruction

Who will monitor these milestones?

Principal and SPICI

Implementation Milestones



Action Plan

Action Step

Responsible Party

Start Date

End Date

Staff & Student Social Contract will be created and posted.

All staff

08 / 12 / 2025

05 / 29 / 2026

All staff will complete the BOY and EOY CKH Survey.

All staff

08 / 12 / 2025

05 / 29 / 2026

Meet & Greet at the Door, Implement Good Things,

and dismiss with a Launch at the end of each period.	All staff	08 / 12 / 2025	05 / 29 / 2026
Monthly Cohort Meetings	Principal, CKH Coach	08 / 12 / 2025	05 / 29 / 2026
LHS Assemble - team building	Principal	07 / 23 / 2025	07 / 24 / 2025
Professional Development Days will be utilized to provide staff with knowledge on classroom practices and interventions that can be utilized to address and effectively engage and motivate reluctant/refusing learners.	Principal, Asst. Superintendent of Curriculum & Instruction, MTSS Coordinator, CLD Director	08 / 04 / 2025	05 / 29 / 2026
Instructional Coach will meet with teachers on a weekly basis, utilizing the coaching cycle, to work on goals to improve student learning.	SPICI, Teachers	08 / 11 / 2025	05 / 29 / 2026
Weekly PLC meetings to address current and ongoing academic and behavioral issues.	Principal, Admin. Assistant, School Counselor, SPICI, teachers	08 / 12 / 2025	05 / 29 / 2026
Instructional walk throughs and observations	Principal	08 / 12 / 2025	05 / 29 / 2026
Students will participate in daily advisory period, each day of the week will be a different focus: SEL, PWR, goal setting & additional academic assistance.	Teachers, Counselor, SPICI, Principal	08 / 12 / 2025	05 / 29 / 2026
School wide systems will be implemented and evaluated to ensure consistent implementation at least every other month.	All staff	08 / 12 / 2025	05 / 29 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced	Improvement, Priority Improvement and	<input checked="" type="checkbox"/> I agree

Lunch, IEP, Multilingual Learners).

OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.

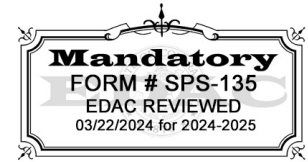
Turnaround Plans

Title I, Part A Schoolwide Plan

I agree

Attachments

- Final_~V1 Lincoln High School UIP 2025-26.pdf
- 2405 - Fort Morgan Re-3 - 5180 - Lincoln High School_2025-26 ESSA School Profile



Executive Summary

School Information

School Name	Grades Served	Phone
District Name	Website	Description
Sherman Early Childhood Center	NA	9708672998

Sherman Early Childhood Center School Description

Sherman Early Childhood Center (SECC) is a dedicated learning facility for preschool and kindergarten students within the Fort Morgan School District (FMSD) in Fort Morgan, Colorado. As the sole early childhood center for FMSD, SECC is responsible for establishing a foundational academic and social-emotional base for the district's youngest learners before they matriculate into one of the four FMSD elementary schools.

Demographics and Programs

SECC serves a highly **diverse student population** across both its preschool and kindergarten programs, reflecting a rich variety of languages and cultural backgrounds within the Fort Morgan community. The center operates **12 full-day kindergarten classrooms** and **14 half-day preschool classes**. This structure allows SECC to implement targeted early intervention and foundational curricula designed to meet the needs of all learners.

Fort Morgan Re-3

<https://www.morgan.k12.co.us>

Focus and Purpose

The center's primary focus is on comprehensive early childhood development, ensuring all students achieve readiness standards in literacy, numeracy, and social-emotional skills. SECC plays a critical role in addressing potential achievement gaps early, particularly for its linguistically and culturally diverse population, thus setting the stage for future academic success in the FMSD elementary schools.

School Contact Information

Name: Tara Boyer

Title: Principal

Phone: 9708672998

Email: tara.boyer@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities

- *ELA Growth and achievement are below the state average.*



Root Cause

- We need to use formative data to inform daily instruction.
- We need to refine the use of WIN time to provide data-informed interventions.



Major Improvement Strategies

- Inform daily instruction in math, ELA, and PK
- Improve ELA WIN time

- *Math achievement is below the state average.*

- We need to make sure our instruction aligns to standards.
- We need to use formative data to inform daily instruction.

- Align instruction to math standards
- Inform daily instruction in math, ELA, and PK

- *Indicator 7 growth and achievement are below the state average.*



- We need to use formative data to inform daily instruction.
- We need to build and sustain systems for finding, funding, and assessing PK.



- Inform daily instruction in math, ELA, and PK
- Systems for PK

Student Performance Priorities

Student Performance Priority Summary

• Student Performance Priorities: Evidence and Reasoning

This section details the specific data evidence used to identify the three major student performance priorities.

Priority #1: ELA Growth and Achievement are Below the State Average

Evidence:

Analysis of **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)** assessment data from the 2024-2025 school year reveals that student performance in **English Language Arts (ELA)** lags behind statewide benchmarks.

- **Achievement:** The percentage of students scoring **at or above the 50th percentile (Proficient/Advanced)** on the ELA NWEA assessment is 33rd percentile.
- **Growth:** The school's overall **Median Growth Percentile (MGP)** in ELA is at the 41st percentile. This MGP is below the median growth expectation of the **50th percentile**.
- **Trend: Sherman School only has data for the 2024-25 SY from NWEA**

Analysis of DIBELS assessment data for the last 3 years indicates that student performance in ELA is slowly approaching the statewide benchmarks, but is flat.

DIBELS comparison: SRD Identification Rate

School Year	Sherman	CO
2021-22	22%	15%
2022-23	15%	13.9%
2023-24	19%	15.4%
2024-25	15%	TBD

Priority #2: Math Achievement is Below the National Average

Evidence:

Data from the **NWEA MAP** assessment for the 2024-2025 school year indicates a significant gap in **Mathematics Achievement** when compared to nation-level performance.

- **Achievement:** The percentage of students scoring **at or above the 50th percentile (Proficient/Advanced)** on the Math NWEA assessment is at the 31st percentile.

Reasoning:

The persistent low achievement in mathematics signals a foundational weakness in core conceptual understanding and procedural fluency. While growth data may vary, the overall achievement gap necessitates a systemic approach to improve the quality of mathematics instruction, focusing on rigor, conceptual clarity, and application of mathematical reasoning. This priority targets the need for consistent, research-based instructional practices across the building to increase the percentage of students demonstrating grade-level proficiency in essential mathematical standards.

Priority #3: Indicator 7 Growth and Achievement are Below the State Average (TS GOLD)

Evidence:

Review of the **Teaching Strategies GOLD (TS GOLD)** data, which assesses student performance against **Indicator 7 (Early Childhood School Readiness)** measures, shows that students are not meeting state expectations for growth and readiness prior to exiting preschool. There is a downward trend over three years of data.

TS GOLD comparison: Indicator 7 Outcome B

School Year	Sherman Growth	CO Growth	Sherman Achievement	CO Achievement
2021-22	95.25%	73.85%	70.83%	62.17%
2022-23	94.74%	73.56%	90%	62.99%
2023-24	68.42%	73.73%	33.33%	63.35%
2024-25	45.45%	75.11%	25%	64.46%

Student Performance Priority: ELA Growth and achievement are below the state average.

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

ELA achievement in kindergarten is at the 31st percentile as measured by NWEA.

What is the 2-year (end of 2026-27) measure and target?

ELA achievement in kindergarten will be at the 61st percentile as measured by NWEA.

What is the 1-year (end of 2025-26) measure and target?

ELA achievement in kindergarten will be at the 51st percentile as measured by NWEA.

Interim Measure and Target?

Measurement Dates

NWEA

12 / 15 / 2025

Student Performance Priority: Math achievement is below the state average.

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Kindergarten Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Math achievement is at the 31st percentile as measured by NWEA.

What is the 2-year (end of 2026-27) measure and target?

Math achievement will be at the 61st percentile as measured by NWEA.

What is the 1-year (end of 2025-26) measure and target?

Interim Measure and Target?

Measurement Dates

12 / 15 / 2025

Math achievement will be at the 51st percentile as measured by NWEA

Math achievement will be at the 40th percentile as measured by NWEA

Student Performance Priority: Indicator 7 growth and achievement are below the state average.

Student Performance Priority Category

Early literacy

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

Students with disabilities/IEPs

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Our Indicator 7 achievement is at the 33rd percentile as measured by TS GOLD.

What is the 2-year (end of 2026-27) measure and target?

63rd percentile as measured by TS GOLD.

Interim Measure and Target?

Measurement Dates

What is the 1-year (end of 2025-26) measure and target?

53rd percentile as measured by TS GOLD.

43rd percentile as measured by TS GOLD

02 / 06 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

70% of kindergarteners are at benchmark by EOY as measured by DIBELS.

What is the 2-year (end of 2026-27) measure and target?

90% of kindergartners will be at benchmark by EOY as measured by DIBELS.

What is the 1-year (end of 2025-26) measure and target?

80% of kindergartners will be at benchmark by EOY as measured by DIBELS.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

48% of kindergartners will be at benchmark by MOY as measured by DIBELS.

On what date will the school measure this interim target?

12 / 15 / 2025

What is the current performance of students with a significant reading deficiency (SRD)?

15% of kindergartners are intensive at EOY as measured by DIBELS.

What is the 2-year (end of 2026-27) measure and target?

5% of kindergartners will be intensive at EOY as measured by DIBELS.

What is the 1-year (end of 2025-26) measure and target?

10% of kindergartners will be intensive at EOY as measured by DIBELS.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

34% of kindergartners will be intensive at MOY as measured by DIBELS.

On what date will the school measure this interim target?

12 / 15 / 2025

Root Cause Analysis



ELA Growth and achievement are below the state average.



We need to use formative data to inform daily instruction.

Provide a brief description of this Root Cause.

This root cause pinpoints a disconnect between gathering information about student learning and applying that information to immediate teaching decisions. In essence, while formative data (such as exit tickets, quick checks for understanding, observations, or brief quizzes) is being collected, it's not consistently or skillfully used to: Adjust instruction in the moment or for the next day's lesson. Identify and address specific learning gaps or misconceptions immediately. Differentiate activities, resources, or support for individual students or small groups. The effect of this root cause is that instruction may proceed at a fixed pace, missing opportunities to reteach struggling students or provide enrichment for those who have already mastered the content, thus hindering student achievement and instructional efficiency.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Selection and Verification Protocol The selection and verification of this Root Cause typically follows a multi-step protocol: 1. Problem Definition and Data Collection Data Analysis: Extensive quantitative and qualitative data is gathered and analyzed. Quantitative Data: Exam scores, standardized test results, classroom assessment data (summative), and student growth metrics are reviewed. Qualitative Data: Teacher surveys, classroom observations, lesson plan reviews, and interviews with students and teachers are conducted to understand instructional practices. Initial Hypotheses: Initial hypotheses for the cause are formulated (e.g., lack of training, poor curriculum, or, in this case, a gap in data utilization). 2. Root Cause Analysis (RCA) A Fishbone Diagram was used to drill down from the initial problem to the fundamental cause. Stakeholder Groups Included Identifying a systemic root cause like this requires input from all levels of the educational system. The following key stakeholder groups would typically be included: 1. Instructional Staff (The

'Doers') Classroom Teachers: Provide critical qualitative data on current practices, barriers to using data (e.g., time, training, system complexity), and the reality of daily instruction. They are essential for verifying the cause's impact. 2. Leadership and Administration (The 'Systemic View') School Administration (Principals, Vice-Principals): Provide the organizational context regarding school-wide data policies, professional development offerings, observation protocols, and the necessary time/resources allocated for data analysis. District Office Staff (Curriculum and Instruction, Assessment): Offer insights into system-level supports, training programs, assessment infrastructure, and data management systems. They ensure the solution aligns with broader goals. 3. Data and Performance Experts External Consultants/Academic Experts: May be brought in to validate the process, confirm the finding against research, and ensure that the root cause is truly fundamental and not just another symptom.



We need to refine the use of WIN time to provide data-informed interventions.

Provide a brief description of this Root Cause.

This root cause identifies that while a flexible block of time exists for targeted support (WIN Time), its effectiveness is limited by a lack of rigor and precision in its application. Specifically, the core problem is a failure to consistently and accurately: Use data (from formative assessments, screeners, etc.) to precisely identify the specific skills, standards, or students needing intervention or enrichment. Align the activities and instruction provided during WIN Time directly to those data-identified needs. Monitor progress during WIN Time and use that real-time information to flexibly adjust student groupings and intervention strategies. The effect is that the interventions may be generic, untargeted, or inconsistent, resulting in learning gaps persisting despite the time being set aside to close them.

Root Cause Category

Infrastructure (data, systems, identification)

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Math achievement is below the state average.



We need to make sure our instruction aligns to standards.

Provide a brief description of this Root Cause.

This root cause pinpoints a misalignment between the stated grade-level math standards (the what students are expected to learn) and the actual delivered instruction (the how and when it's taught). This issue is typically caused by: Curriculum Drift: Teachers using outdated materials, spending too much time on non-essential topics, or omitting critical skills. Lack of Rigor: Instruction focusing only on basic procedures without addressing the conceptual understanding and real-world application required by the standards. Assessment

Disconnect: Quizzes and tests measuring content that is either below the standard's complexity or completely unrelated to the intended learning objective. The resulting effect is that students may complete their math courses without mastering the knowledge and skills necessary for the next grade level or for standardized assessments.

Root Cause Category

Instruction

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We need to use formative data to inform daily instruction.

Provide a brief description of this Root Cause.

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Root Cause Category

Data Analysis

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We need to build and sustain systems for finding, funding, and assessing PK.

Provide a brief description of this Root Cause.

This root cause identifies a multi-faceted failure in the essential operations required to run a successful PK program: Finding (Identification/Enrollment): Systems for easy enrollment for parents to comply with licensing systems and standards, school district systems and standards, and UPK systems and standards. Also establishing community partners to identify all children eligible. Funding: Systems to maximize a fully-funded program within the changing budgets and funding streams of early childhood education. Student assessment: Systems to coordinate all assessments of a student beginning with early intervention through exiting preschool and then to kindergarten including all stakeholders.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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Major Improvement Strategies



Inform daily instruction in math, ELA, and PK

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Use formative data to inform daily instruction in math, ELA, and preschool There is a disconnect between gathering information about student learning and applying that information to immediate teaching decisions. In essence, while formative data (such as exit tickets, quick checks for understanding, observations, or brief quizzes) is being collected, it's not consistently or skillfully used to: Adjust instruction in the moment or for the next day's lesson. Identify and address specific learning gaps or misconceptions immediately. Differentiate activities, resources, or support for individual students or small groups. The effect of this root cause is that instruction may proceed at a fixed pace, missing opportunities to reteach struggling students or provide enrichment for those who have already mastered the content, thus hindering student achievement and instructional efficiency.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to use formative data to inform daily instruction.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers will collect data to inform daily instruction

Who will monitor these milestones?

Implementation Milestone	Date
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100% of teachers will collect data to inform daily instruction as measured by a review of data notebooks.	01 / 30 / 2025
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80% of teachers will use the data notebooks to analyze data, to group students as measured by a review of student groupings and notebooks.	03 / 30 / 2025
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80% of teachers will evaluate the effectiveness of their universal instruction as measured by a review of teacher written goals for the 2026-27 school year.	05 / 15 / 2025
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Action Plan

Action Step	Responsible Party	Start Date	End Date
Identify a format for data notebooks		10 / 02 / 2025	10 / 30 / 2025
Identify time intensive progress monitoring data collection calendar		10 / 02 / 2025	10 / 30 / 2025
Train staff on format of data notebooks.		11 / 04 / 2025	11 / 18 / 2025
Identify and create a data analysis protocol.		12 / 10 / 2025	01 / 09 / 2026
Create data analysis calendar (monthly) w/partner and coach		12 / 10 / 2025	01 / 09 / 2026
Train teachers to analyze standards-based formative assessments.		12 / 10 / 2025	01 / 30 / 2026
Build professional goals for 2026-27 SY on RANDA on universal instruction.		04 / 15 / 2026	05 / 15 / 2026



Align instruction to math standards

Major Improvement Strategy Category

Instructional Leadership

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Align instruction to standards in math. There is a misalignment between the stated grade-level math standards (the what students are expected to learn) and the actual delivered instruction (the how and when it's taught). This issue is typically caused by: Curriculum Drift: Teachers using outdated materials, spending too much time on non-essential topics, or omitting critical skills. Lack of Rigor: Instruction focusing only on basic procedures without addressing the conceptual understanding and real-world application required by the standards. Assessment Disconnect: Quizzes and tests measuring content that is either below the standard's complexity or completely unrelated to the intended learning objective. The resulting effect is that students may complete their math courses without mastering the knowledge and skills necessary for the next grade level or for standardized assessments.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to make sure our instruction aligns to standards.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
100% of teachers demonstrate knowledge of standards ensuring instruction builds on prior standards by a review of lesson plans and instruction.	01 / 15 / 2026
100% of lesson plans reference and align to state math standards.	03 / 17 / 2026

What improvement do you expect to see in adult behaviors or school systems?

Instruction is intentionally planned and delivered aligned to standards.

Who will monitor these milestones?

Walkthrough observation data shows at least 90% of observed lessons are aligned to grade level standards. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
PLC discussions to review how current standards connect to prior learning.		10 / 02 / 2025	05 / 15 / 2026
Professional development on the progression of math standards using the resources in the curriculum.		10 / 02 / 2025	05 / 15 / 2026
Incorporate prerequisite skills checks into lesson planning to address gaps using NWEA skills checklist.		10 / 02 / 2025	01 / 30 / 2026
Develop a walkthrough observation tool that specifically checks for standards alignment.		01 / 08 / 2026	01 / 30 / 2026
Share exemplar lessons and model aligned instructional practices.		10 / 16 / 2025	05 / 15 / 2026
Conduct regular classroom walkthroughs and provide timely coaching and feedback.		11 / 06 / 2025	05 / 15 / 2026



Systems for PK

Major Improvement Strategy Category

Family and Community Engagement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Define, refine, sustain, and grow systems for finding, funding, and assessing PK students. Create sustainability and flexibility in the essential operations required to run a successful PK program: Finding (Identification/Enrollment): Systems for easy enrollment for parents to comply with licensing systems and standards, school district systems and standards, and UPK systems and standards. Also establishing community partners to identify all children eligible. Funding: Systems to maximize a fully-funded program within the changing budgets and funding streams of early childhood education. Student assessment: Systems to coordinate all assessments of a student beginning with early intervention through exiting preschool and then to kindergarten including all stakeholders.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to build and sustain systems for finding, funding, and assessing PK.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?	Document a system to ensure comprehensive, equitable outreach and a standardized enrollment process to identify all eligible children, especially those most in need.	01 / 15 / 2026
Define systems for Preschool		
Who will monitor these milestones?	Document a clear process for funding and reconciliation of funding for preschool.	03 / 17 / 2026
	Utilize a functional data system for tracking student progress for the entire preschool experience using TS GOLD.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
100% of teachers will be current with IRR certification.		01 / 09 / 2026	05 / 15 / 2026
Train teachers with CDE around timely finalization of initial data in TS GOLD.		10 / 09 / 2025	01 / 14 / 2026
Create a system of data sharing between Child Find, sped evaluators, and teachers.		10 / 15 / 2025	01 / 15 / 2026
Weekly meetings to refine registration process.		10 / 01 / 2025	05 / 15 / 2026
Document indicators for 3 year-olds not on IEPs		10 / 02 / 2025	05 / 15 / 2026
Create a monthly audit and reconciliation system for each preschool student.		10 / 15 / 2025	05 / 15 / 2026



Improve ELA WIN time

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Clarify and refine how data is used to inform instruction during ELA WIN time. While a flexible block of time exists for targeted support (WIN Time), its effectiveness is limited by a lack of rigor and precision in its application. Specifically, the core problem is a failure to consistently and accurately: Use data (from formative assessments, screeners, etc.) to precisely identify the specific skills, standards, or students needing intervention or enrichment. Align the activities and instruction provided during WIN Time directly to those data-identified needs. Monitor progress during WIN Time and use that real-time information to flexibly adjust student groupings and intervention strategies. The effect is that the interventions may be generic, untargeted, or inconsistent, resulting in learning gaps persisting despite the time being set aside to close them.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to refine the use of WIN time to provide date-informed interventions.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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95% of required formative data collections in DIBELS as recommended by the READ Act.	01 / 15 / 2026
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What improvement do you expect to see in adult behaviors or school systems?

Clarify how data is used to inform instruction during ELA WIN time.

30% of students in intervention groups who

Who will monitor these milestones?

demonstrate master of targeted skills will transition to a new group.

Make 1 major adjustment to the core ELA curriculum pacing guide that is directly driven by patterns identified in formative data for WIN time. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Formally document PM calendar.		11 / 20 / 2025	11 / 28 / 2025
Identify the top 3 most frequently assigned WIN topics/skills across the building.		10 / 15 / 2025	05 / 01 / 2026
Google scheduled emails for reminders to complete PM.		11 / 18 / 2025	11 / 28 / 2025
Establish visible tracking for PM completion.		11 / 28 / 2025	01 / 15 / 2026
Define mastery criteria for all common WIN intervention skills (e.g. 3 consecutive successful data point)		01 / 15 / 2026	03 / 20 / 2026
Document a transition protocol create a simple documented 3-step protocol		01 / 30 / 2026	03 / 27 / 2026
If movement rate in the MOY checkpoint report is <25% team meets with low performing classes to diagnose barriers.		02 / 17 / 2026	03 / 17 / 2026
Develop adjustment to the pacing guide proposal based on root cause analysis.		04 / 01 / 2026	05 / 15 / 2026
Communicate the finalized adjustment to the pacing guide for the following year to staff.		05 / 01 / 2026	05 / 01 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree

Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.

All Schools and Districts I agree

Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.

All Schools and Districts I agree

OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.

Title I, Part A Schoolwide Plan I agree

Attachments

- Final_~V1 Sherman Early Childhood Center UIP 2025-26.pdf

<i>Year</i>	<i>Sport</i>	<i>Win</i>	<i>Loss</i>	<i>Tied</i>
2020-21	Girls Basketball	1	13	
2021-22	Girls Basketball	2	21	
2022-23	Girls Basketball	0	23	
2023-24	Girls Basketball	1	22	
2024-25	Girls Basketball	8	16	
2020-21	Volleyball	9	5	
2021-22	Volleyball	6	17	
2022-23	Volleyball	11	12	
2023-24	Volleyball	7	16	
2024-25	Volleyball	6	17	
2020-21	Girls Soccer	4	6	
2021-22	Girls Soccer	3	12	
2022-23	Girls Soccer	5	10	
2023-24	Girls Soccer	3	11	1
2024-25	Girls Soccer	2	12	1
		68	213	281
		Win Percentage:		0.24199

Vocational Advisory Council
(And Vocational Program Advisory Committees)

The Board of Education shall appoint a vocational advisory council which shall assist the Board and administration in overall promotion, planning, coordination and evaluation of all district vocational education programs. The council shall study issues, offer advice and make recommendations regarding:

1. Current job needs
2. Relevance of current training programs
3. Reduction, deletion or expansion of programs
4. Initiation of new programs
5. Financial and legislative support
6. Promotion of vocational education in the schools and in the community

The advisory council shall provide for input from vocational program advisory committees which will include committees representing consumer and family studies, vocational agriculture, marketing, and business/office programs.

The Board of Education will direct the organization of an advisory council that will include among its members representatives from each of the above-named committees. This council should not simply be the district accountability committee, but a council formed with the express purpose of serving the needs of the Re-3 vocational education programs. The council should be charged to meet quarterly.

The Board also shall appoint an advisory committee for each vocational education program provided by the district. Program advisory committees shall assist vocational instructors and administrators in establishing, operating and evaluating programs to serve the needs of students, business and industry and shall provide expertise pertaining to technological change.

Each program advisory committee shall be representative of the occupations in the community for which training is provided. The vocational instructor shall serve as an ex officio member of the committee.

The Board shall approve written guidelines or operational procedures (by-laws) for the advisory council and each program committee which shall specify its composition, length of terms, responsibilities and rules for conducting business.

Adopted October, 1995

LEGAL REFS: C.R.S. 23-8-103(2)(c)
C.R.S. 23-60-303
Rules for Administering State Assistance for Vocational Education,
1984, Section IV

CROSS REFS: AE, Accountability/Commitment to Accomplishment
IHAI, Vocational-Technical Education

Immunization of Students

1. No student may attend school in the District unless the student has presented to the school an up-to-date certificate of immunization, as required by Colorado law, or a completed exemption form. (Note: please refer to current standardized immunization documents and official exemption forms developed and updated by the Colorado Department of Public Health and Environment.)
2. A student ~~will~~ ~~shall~~ be exempted from required immunizations only upon the submission of:
 - a. certification from a licensed physician that the physical condition of the child is such that immunization would endanger the child's life or health or is otherwise medically contraindicated due to other medical conditions.
 - b. statement signed by one parent/guardian or the emancipated child that he or she adheres to a religious belief whose teachings are opposed to immunizations.
 - c. statement signed by one parent/guardian or the emancipated child that he or she holds a personal belief that is opposed to immunizations.

In the event of an outbreak of disease against which immunization is required, no exemption will be recognized and those students will be excluded from school.

3. Parents/guardians or emancipated students who assert an exemption from immunizations based on a religious or personal belief ("non-medical exemption") ~~shall~~ ~~must~~ submit the required exemption form to the school on an annual basis. Such submission ~~shall~~ ~~must~~ occur at the beginning of each school year that the non-medical exemption is asserted.
4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason ~~shall~~ ~~must~~ submit the required medical exemption form to the school one time. The medical exemption form ~~shall~~ ~~will~~ be maintained on file at each new school the student attends.
5. The District will provide upon request an immunization reporting form. The school nurse is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.
6. If there is a failure to comply with the immunization requirements, the school nurse will personally notify the parent/guardian or emancipated student. Such notification will be accomplished either by telephone or in person. If this is not possible, contact will be by mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified of the following:

- a. that up-to-date immunizations are required under Colorado law.
 - b. Within **thirty (30)** ~~fourteen (14)~~ days of notification, the parent/guardian must submit either an authorization for administration of the immunization by health officials or a valid exemption or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.
 - c. That if the required documentation is not submitted within **thirty (30)** ~~fourteen (14)~~ days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.
7. A student who fails to comply will be suspended by the principal for up to five **(5)** days and notice of the suspension sent to the Health Department, in accordance with applicable law.
 8. If no certificate of immunization is received during the period of suspension, the superintendent will institute proceedings for expulsion.
 9. Any suspension or expulsion under this policy will terminate automatically upon compliance.
 10. Record of any such suspension or expulsion will be contained in the student's health file with an appropriate explanation – not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

Students in Out-of-Home Placements

The following procedure **will** ~~shall~~ apply to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(e).

Unless the District or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the District or school **will** ~~shall~~ enroll the student regardless of whether the District or school has received the student's immunization records. Upon enrolling the student, the school **will** ~~shall~~ notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within **thirty (30)** ~~fourteen (14)~~ days after the student enrolls, the school **will** ~~shall~~ suspend the student until such time as the school receives the certificate of immunization or authorization.

Adopted August 18, 1997

Revised October 20, 1997; April 1998; June 21, 2010; June 2014; June 2018

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains specific directions as to the content or language. This sample policy contains the policy content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate policy language that meets local circumstances and needs.

Administering Medicines to Students

School personnel ~~may~~ shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy will be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

NOTE: The following paragraph contains language stating that the Board has adopted a policy regarding the administration of medical marijuana to qualified students. State law requires school districts to allow "primary caregivers" to administer medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event. C.R.S. 22-1-119.3 (3)(d)(I). State law permits Boards to adopt a policy regarding "who may act as a primary caregiver" and establishing "reasonable parameters" upon the administration and use of medical marijuana. C.R.S. 22-1-119.3 (3)(d)(III). State law also permits schools to adopt policies authorizing designated school personnel to administer medical marijuana to qualified students. C.R.S. 22-1-119.3 (3)(d.5)(IV). Federal law regards any form of marijuana as a controlled substance. Given that federal law regards marijuana as illegal, CASB highly recommends that the Board adopt a policy establishing parameters upon caregiver administration of medical marijuana to qualified students and prohibiting staff administration of medical marijuana, unless the staff member is the student's parent/guardian. That way, the Board's policies will be consistent and clear regarding when and how the administration of medical marijuana to qualified students is permitted.

The administration of medical marijuana shall be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

NOTE: CASB sample policy JLCDB, Administration of Medical Marijuana to Qualified Students, defines "medical marijuana" as cannabis products with a THC concentration greater than 0.3 percent, in accordance with state and federal law. As a result, administration of cannabis products with a THC concentration of 0.3 percent or less to students is covered by this policy, not CASB sample policy JLCDB*. As provided below, a local Board of Education may elect to limit the*

administration of a nonprescription cannabis product with a THC concentration of 0.3 percent or less to only those products that have been approved by the federal Food and Drug Administration.

Medication may be administered to students only when the following requirements are met:

1. Medication **must** ~~shall~~ be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner **must** ~~shall~~ be printed on the container.
2. The school **must** ~~shall~~ have received written permission from the student's parent/guardian to administer the medication to the student and either:
 - a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
 - b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian **must** ~~shall~~ be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.

Our current policy does not include the optional language.

[Optional language if Board elects to limit the administration of nonprescription medications to those approved by the federal Food and Drug Administration (FDA):

4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).]

NOTE: State law permits local Boards of Education to adopt a policy authorizing a student to possess and self-administer any medication prescribed by a licensed health care practitioner on school grounds, upon a school bus, or at any school-sponsored event. C.R.S. 22-1-119.3; 1 CCR 301-68, Rule 6.00. However, such policy must prohibit students from possessing or self-administering medical marijuana on school grounds or at any school-sponsored event. C.R.S. 22-1-119.3 (3)(c). A Board that chooses to adopt such a policy is then exempt from the requirements of the Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act (the "Act"). C.R.S. 22-1-119.3 (5).

This sample policy does not permit students to self-carry any prescription medication and instead reflects the Act's requirements for self-administration of medication for asthma, allergy or anaphylaxis only. Districts should consult with their own legal counsel if they wish to permit students to self-carry and self-administer any prescription medication.

Self-Administration of Medication for Asthma, Allergies, or Anaphylaxis

A student who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition, or other condition for which the medication is prescribed. A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.

Authorization for a student to possess and self-administer medication, for the purposes described above, to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Use of Stock Epinephrine Auto-Injectors in Emergency Situations

The ~~D~~district will shall have a stock supply of ~~emergency use~~ epinephrine auto injectors for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine ~~emergency use epinephrine~~ auto injector to a student by a ~~D~~district employee ~~must~~ shall be in accordance with applicable state law, including applicable State Board of Education rules.

The ~~D~~district's stock supply of ~~emergency use~~ epinephrine auto injectors is not intended to replace student specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

Optional language if Board elects to stock "opioid antagonists" (i.e. naloxone) and allow district staff to administer opioid antagonists to students, staff or others in emergency situations:

Use of Stock Opioid Antagonists

The District will have a stock supply of opioid antagonists to assist a student, District employee, or any other person who is at risk of experiencing, or is experiencing, an opioid-related drug overdose event. For purposes of this policy, an opioid antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

Administration of an opioid antagonist by a District employee to a student or any other person must be in accordance with applicable state law. In addition, it is encouraged that the District provide training to those administering an opioid antagonist.

Adopted June 23, 1980

Revised June 2, 2014; November 5, 2018; March 2, 2020; TBD

LEGAL REFS.: C.R.S. 12-38-132 (*delegation of nursing tasks*)
C.R.S. 12-38-132.3 (*school nurses - over-the-counter medication*)
C.R.S. 22-1-119 (*no liability for adverse drug reactions/side effects*)
C.R.S. 22-1-119.1 (*Board may adopt policy to acquire a stock supply of opioid antagonists*)
C.R.S. 22-1-119.3 (3)(c), (d) (*no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event*)
C.R.S. 22-1-119.5 (*Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act*)
C.R.S. 22-2-135 (*Colorado School Children's Food Allergy and Anaphylaxis Management Act*)
C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)
1 CCR 301-68 (*State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications*)
6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REFS.: JICH, Drug and Alcohol Involvement by Students
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLCDA*, Students with Food Allergies
JLCDB*, Administration of Medical Marijuana to Qualified
JLCE, First Aid and Emergency Medical Care

NOTE: *The Colorado Department of Education (CDE), in collaboration with various school districts and other organizations, has created numerous guidelines regarding medication administration in the school setting. These guidelines are available on CDE's website.*

NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, this regulation reflects legal requirements school districts must follow. This sample regulation contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate procedures that meet local circumstances and needs.

Administering Medication to Students

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy **must shall** be followed.
2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law **must shall** be on file in the school stating:
 - a. Student's name;
 - b. Name of medication;
 - c. Dosage;
 - d. Purpose of the medication;
 - e. Time of day medication is to be given;
 - f. Anticipated number of days it needs to be given at school;
 - g. Possible side effects.
3. The medication **must shall** be brought to school by an adult and in a container appropriately labeled by the pharmacy or health care practitioner.
4. An individual record **must shall** be kept of medications administered by school personnel.
5. Medication **must shall** be stored in a clean, locked cabinet or container. Emergency medications ~~(such as epinephrine)~~ **must be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet shall be kept in a secure location accessible to designated school staff.**

Unless these requirements are met, medication will not be administered to students at school.

Self-Administration of Medication for Asthma, Allergies, or Anaphylaxis

A school **may shall** permit a student to possess and self-administer medication, such as an inhaler or epinephrine, **or other prescription medication**, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which **must** ~~shall~~ include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication.
3. A written statement signed by the student's parent/guardian must be on file with the school, which **must** ~~shall~~ include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.
4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis **is** ~~shall~~ be effective only for the school year in which it is approved.

A student **must** ~~shall~~ report to the school nurse or designee or to some adult at the school immediately after the student uses an **emergency use** epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include making a 911 emergency call.

Revised June 15, 2009; May 7, 2012; June 2, 2014; TBD

**MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: **October 20, 2025****

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Kimberlin Bautista	Cook	III-1	Fort Morgan Middle School	10/14/2025
Erika Gomez Chavez	Custodian	II-10	Sherman Early Childhood Center	10/22/2025

CERTIFIED SUBSTITUTE HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Andra Godin	Certified Substitute	3-year sub license	District Wide	10/22/2025
Allie Christensen	Certified Substitute	3-year sub license	District Wide	10/22/2025

CLASSIFIED SUBSTITUTE HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Marcus Benitez	Substitute Custodian	II-1	District Wide	10/14/2025
Dalton Griffin	Substitute Paraprofessional	II-1	District Wide	10/15/2025
Juana Juan Francisco	Substitute Custodian	II-1	District Wide	10/15/2025
Vera Stalker	Substitute Paraprofessional	II-1	District Wide	10/16/2025

CERTIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Alberto Castillo	Counselor	Lincoln High School	10/31/2025

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Katrina Stacy	Custodian	Sherman Early Childhood Center	10/10/2025
Pearl Alvarez	Paraprofessional – SPED EFL	Pioneer Elementary	10/17/2025

Recommend
for Action

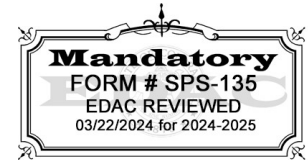
Signature on File

Assistant Superintendent of Human
Resources

Recommend
for Action

Signature on File

Superintendent of Schools



Executive Summary

School Information

School Name

Grades Served

Phone

NA

District Name

Website

Description

Fort Morgan Re-3

Morgan County School District Re-3 is a rural district in Northeast Colorado. We have approximately 3,200 in grades PK-12. We serve a diverse population 70% minority students, 27% are Multilingual learners, 15% are on the IEPS, and 12% are Gifted. Our district provide dual language immersion programming and we are currently servicing students in this 2 way immersion program in grade K-8.

School Contact Information

Name: Rena Frasco

Title: Assistant Superintendent, Curriculum, Instruction, & Assessment

Phone: 970-370-6113

Email: rena.frasco@fortmorgank12.com

Relationship of UIP Elements



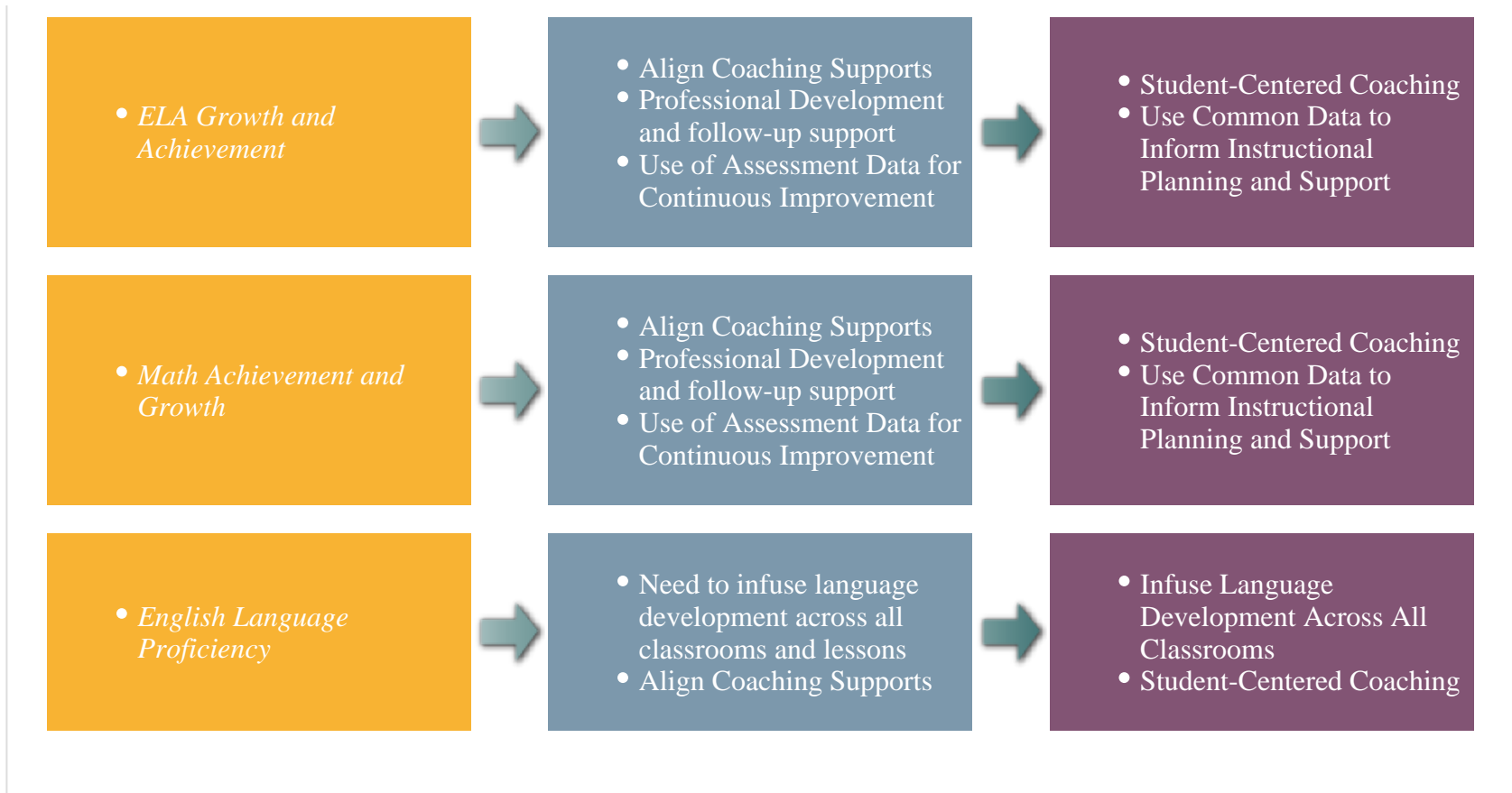
**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

Student Performance Priority Summary

- Given the low growth and achievement of all students, our district is making the decision to focus this priority performance challenge for all student levels. Focusing at the All Students level will allow us to build intentional tier one systems designed to focus on all students making grade level performance.

Overall, at several of our buildings, we have seen an increase in achievement and growth-- this is not across all of our buildings. Overall, CMAS ELA growth and achievement are below the state average. Math growth and achievement also remains below the state average.

Student Performance Priority: ELA Growth and Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Student Population

All Grades Served

What is the current performance of this Student Performance Priority?

ELA Achievement HS = 21st Percentile

What is the 2-year (end of 2026-27) measure and target?

CO PSAT = 31st Percentile

What is the 1-year (end of 2025-26) measure and target?

CO PSAT = 26th Percentile

Interim Measure and Target?

NWEA 40% of students will perform at or above the 61st percentile
NWEA 45% of students will perform at or above the 61st percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth HS = 42nd MGP

What is the 2-year (end of 2026-27) measure and target?

CO PSAT/SAT = 52nd MGP

What is the 1-year (end of 2025-26) measure and target?

CO PSAT/SAT = 47th MGP

Interim Measure and Target?

NWEA MGP will be 37th percentile
NWEA MGP will be 42th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Achievement Elementary = 17th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA ELA Achievement = 32nd Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Achievement = 25th Percentile

Interim Measure and Target?

NWEA Reading, 40% of students' achievement will be above the 60th Percentile.
NWEA Reading, 50% of students' achievement will be above the 60th Percentile.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth Elementary = 45th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Growth = 60th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Growth = 51st Percentile

Interim Measure and Target?

NWEA Fall 2025-Winter 2025 Reading will have a MGP at 50.
NWEA Fall 2025-Spring 2026 will have a MGP at 55.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Growth Middle School = 53rd MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 65th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 60th MGP

Interim Measure and Target?

NWEA Fall 2025-Winter 2025 Reading will have a MGP at 50.
NWEA Fall 2025-Spring 2026 will have a MGP at 55.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

ELA Achievement Middle School = 24th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 38th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 31st Percentile

Interim Measure and Target?

NWEA Reading, 40% of students' achievement will be above the 60th Percentile.
NWEA Reading, 50% of students' achievement will be above the 60th Percentile.

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: Math Achievement and Growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

Math Growth High School = 40th MGP

What is the 2-year (end of 2026-27) measure and target?

CO PSAT/SAT 50th MGP

What is the 1-year (end of 2025-26) measure and target?

CO PSAT/SAT 45th MGP

Interim Measure and Target?

NWEA 42nd MGP in Math on NWEA
NWEA 47th MGP in Math on NWEA

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

Math Achievement Middle School = 13th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 30th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 22nd Percentile

Interim Measure and Target?

NWEA Math, 37% of students' achievement will be above the 60th Percentile
NWEA Math, 42% of students' achievement will be above the 60th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

Math Growth Middle School = 39th MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 50th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 45th MGP

Interim Measure and Target?

NWEA Fall 25-Winter 25 MGP = 45th Percentile
NWEA Fall 25-Spring 26 MPG = 50th Percentile

Measurement Dates

12 / 19 / 2025

What is the current performance of this Student Performance Priority?

Math Achievement Elementary = 25th Percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Achievement = 35th Percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Achievement = 30th Percentile

Interim Measure and Target?

NWEA Math, 37% of students' achievement will be above the 60th Percentile
NWEA Math, 42% of students' achievement will be above the 60th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

Math Growth Elementary = 43rd MGP

What is the 2-year (end of 2026-27) measure and target?

CMAS Growth = 55th MGP

What is the 1-year (end of 2025-26) measure and target?

CMAS Growth = 50th MGP

Interim Measure and Target?

NWEA Fall 25-Winter 25 MGP = 45th Percentile
NWEA Fall 25-Spring 26 MPG = 50th Percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

Math Achievement High School = 18th Percentile

What is the 2-year (end of 2026-27) measure and target?

CO PSAT = 30th Percentile

What is the 1-year (end of 2025-26) measure and target?

CO PSAT = 24th Percentile

Interim Measure and Target?

NWEA 35% of students will perform at or above the 61st percentile in Math
NWEA 40% of students will perform at or above the 61st percentile in Math

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: English Language Proficiency

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth Middle School = 48th MGP

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 58th MGP

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 53rd MGP

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth Elementary = 43rd MGP

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 55th MGP

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 50th MGP

What is the current performance of this Student Performance Priority?

ACCESS for ELLs Growth High School = 47th MGP

Interim Measure and Target?

Measurement Dates

Interim Measure and Target?

Measurement Dates

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 57th MGP

Interim Measure and Target?

Measurement Dates

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 52nd MGP

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

36% of K-3 Students were at Benchmark or above in BOY 2025-2026.

What is the 2-year (end of 2026-27) measure and target?

70% of K-3 students will be at DIBELS Benchmark or above at EOY 2027.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS = 43% of K-3 students will be at DIBELS Benchmark or above in MOY 25-26.

On what date will the school measure this interim target?

12 / 19 / 2025

What is the 1-year (end of 2025-26) measure and target?

50% of K-3 students will be at DIBELS Benchmark or above at EOY 2026.

What is the current performance of students with a significant reading deficiency (SRD)?

46% of K-3 students have been identified with a SRF as measured by BOY 25-26 DIBELS.

What is the 2-year (end of 2026-27) measure and target?

DIBELS EOY 27= 25% of students have been identified with a SRD.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS MOY 25-26 == 39% of students have been identified with a SRD

On what date will the school measure this interim target?

12 / 19 / 2025

What is the 1-year (end of 2025-26) measure and target?

DIBELS EOY 26= 35% of students have been identified with a SRD.

Root Cause Analysis



ELA Growth and Achievement



Align Coaching Supports

Provide a brief description of this Root Cause.

There is a need to better align coaching support with school-level priorities.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

We need to align coaching supports based on our systems level work with instructional coaches and systematize our work PK-12. Based on the findings from several diagnostic reviews related to strategic resource allocation we have identified the need to strategically leverage coaching support.



Professional Development and follow-up support

Provide a brief description of this Root Cause.

There is a need for high-quality professional development and ongoing, actionable feedback for teachers.

Root Cause Category

Teacher Development

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The evidence of how this was selected was because of the diagnostic reviews completed at 3 of our schools and other administrators recognizing the need for high-quality professional development for our staff.



Use of Assessment Data for Continuous Improvement

Provide a brief description of this Root Cause.

The most significant evidence lies in the connection between data use and instructional refinement, particularly through the use of formative assessment. Real-Time Adjustment: Research overwhelmingly supports formative assessment data (e.g., exit tickets, classroom discussions, quick quizzes) as a tool for real-time feedback that allows educators to promptly address misconceptions or learning gaps. This iterative adjustment is the essence of continuous improvement and leads to improved learning outcomes and knowledge retention.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Based on several diagnostic reviews related to overall usage of data, we have identified a need to utilize data more frequently for continuous improvement utilizing more common, frequent formative assessment to drive instruction and also to provide information for our RtI plans through our COMTSS EASI Grant.



Math Achievement and Growth



Align Coaching Supports

Provide a brief description of this Root Cause.

There is a need to better align coaching support with school-level priorities.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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English Language Proficiency



Need to infuse language development across all classrooms and lessons

Provide a brief description of this Root Cause.

The evidence here is that academic language is universal. Proficiency in academic language is a strong predictor of reading comprehension and overall academic success across all subjects. Difficulty in reading comprehension is often linked to challenges in understanding the specialized language of school texts.

Root Cause Category

Equity

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.



Align Coaching Supports

Provide a brief description of this Root Cause.

There is a need to better align coaching support with school-level priorities.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

We need to align coaching supports based on our systems level work with instructional coaches and systematize our work PK-12. Based on the findings from several diagnostic reviews related to strategic resource allocation we have identified the need to strategically leverage coaching support.

Major Improvement Strategies



Student-Centered Coaching

Major Improvement Strategy Category

Targeted Talent Development

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Our district will train all administrators and instructional coaches in Student-Centered Coaching in 2 days of Professional Development with the work of Diane Sweeney.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support

Describe the evidence/research that supports this Major Improvement Strategy.

Diane Sweeney's Student-Centered Coaching (SCC) model is an evidence-based instructional coaching framework that shifts the focus from "fixing" teachers to collaborating with them to design instruction that targets specific student learning outcomes. The primary goal is to directly impact student achievement through job-embedded professional learning. Key Principles of Student-Centered Coaching The model is built on a foundation of formative assessment and backward design, centering the coaching process on student needs and data. Key practices include: Focus on Student Outcomes: The coaching conversation and goals are always centered on what students will know and be able to do (mastery of standards), rather than solely on what the teacher is doing. Data-Driven Decision Making: Student evidence (formative assessments, student work samples, student conversations, etc.) is used as the primary driver for setting goals, designing instruction, and measuring progress. This move shifts conversations from general impressions to concrete, data-informed planning. Collaborative Partnership: The coach and teacher partner to co-plan, co-teach, and co-reflect. The coach acts as a partner in learning, leveraging the teacher's strengths and promoting a culture of shared ownership and professional growth. Standards-Based Goals: Coaching cycles begin by setting clear, standards-based goals for student learning, often articulated as student-friendly learning targets. Coaching Cycles: The work is organized into structured cycles, typically lasting 4–6 weeks, which include: Setting a standards-based goal for student learning. Collecting and analyzing pre-assessment student evidence. Co-planning and co-teaching instruction based on student needs. Collecting and analyzing post-assessment student evidence to measure impact. Partnering with School Leaders: Successful implementation requires a strong partnership and alignment between the coach and the school principal/district leadership to ensure coaching efforts are tied to school improvement goals.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title II; EASI Grant



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Instructional Coaches utilizing Student-Centered Coaching

Implementation Milestone Date

100% of coaches and administrators will complete day 1 of Student-Centered Coaching . 10 / 30 / 2025

Who will monitor these milestones?

Assistant Superintendent, Principals, Instructional Coaches

100% of coaches and administrators will completed day 2 of Student-Centered Coaching. 01 / 30 / 2026

100% of coaches will complete 2 student-centered coaching cycles. 05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Train instructional coaches and administrators on Student-Centered Coaching	Assistant Superintendent, Curriculum and Instruction	10 / 30 / 2025	10 / 30 / 2025
Train instructional coaches and administrators on Student-Centered Coaching Day 2.	Assistant Superintendent, Curriculum and Instruction	01 / 22 / 2026	01 / 22 / 2026
Meet with instructional coaches monthly to check in on progress with student-centered coaching cycles.	Assistant Superintendent, Curriculum and Instruction	02 / 13 / 2026	05 / 29 / 2026



Use Common Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Across all content areas, teachers will be digging into their common assessments to ensure they are standards-aligned. Teachers will utilize the data to inform instructional practice and student supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Use of Assessment Data for Continuous Improvement

Describe the evidence/research that supports this Major Improvement Strategy.

Paul Bambrick-Santoyo's research, primarily detailed in his books *Driven by Data* and *Leverage Leadership*, frames the use of assessment data as the Data-Driven Instruction (DDI) cycle—a non-negotiable, systemic process for continuous school and instructional improvement. His work provides a practical, evidence-based four-key framework for closing achievement gaps and driving significant student growth. The Data-Driven Instruction (DDI) Cycle Bambrick-Santoyo's continuous improvement model is a short, iterative cycle built on four core steps. The first key is creating high-quality, common interim assessments (given quarterly or every 6-8 weeks) that serve as the roadmap for rigor. Assessments must be common across all teachers of the same subject/grade level to allow for collaborative analysis. The most powerful analysis is done collaboratively by teachers and instructional leaders with the "test in hand" and student work samples present. The action phase focuses on reteaching the specific standards or concepts that students struggled with, moving away from simply finishing the curriculum. Teachers use the data to create flexible small groups for differentiated instruction, targeting their limited time on the specific needs identified. This rigorous, cyclical process has been shown to produce dramatic gains in student performance in diverse school settings by constantly measuring progress and adapting instruction based on evidence.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Improvement in use of common assessments to guide instruction

Implementation Milestone Date

60% of teachers will use a data protocol to analyze and reflect on student data for at least one unit of instruction. 01 / 09 / 2026

Who will monitor these milestones?

Administrators, Lead Improvement Teams, Instructional Leadership Teams

80% of teachers will use student work to assess whether strategies have been effective. 03 / 06 / 2026

80% of data teams will have a strategy toolkit to be used the following year. 05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Administer standards-aligned assessments.	Content Teachers	08 / 13 / 2025	10 / 10 / 2025
Analyze protocols across buildings as an administrative team during an admin meeting.	Admin	10 / 27 / 2025	11 / 28 / 2025
Capture effective instructional strategies and WINS from PLCs at each building	Assistant Superintendent, Principals, LIT, ILT	01 / 09 / 2026	03 / 06 / 2026
Allocate time for teacher teams to share their successes with common assessments	Teachers, Admin, Coaches	03 / 09 / 2026	05 / 15 / 2026



Infuse Language Development Across All Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

There is a need to ensure English language acquisition is supported in all classrooms.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to infuse language development across all classrooms and lessons

Describe the evidence/research that supports this Major Improvement Strategy.

The evidence for infusing language development across all classrooms and lessons is strong, rooted in the understanding that language is the medium of learning and that all teachers are, in effect, language teachers. This approach is essential for boosting academic achievement and ensuring equity for all students, particularly English Language Learners (ELLs). Research overwhelmingly supports infusing language instruction directly into all content-area classrooms (math, science, social studies, etc.) for English Language Learners (ELLs)/Multilingual Learners (MLs). This approach, known as integrated content and language instruction, is crucial because ELLs must learn grade-level content simultaneously with the academic English required to access, discuss, and master it.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers using language development strategies across all classrooms

Who will monitor these milestones?

CLDE Director, Principal

Implementation Milestone	Date
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80% of teachers will work with CLDE director on WIDA Can Do Charts for their students.	10 / 31 / 2025
--	----------------

100% of Pioneer teachers will learn the Talk, Read, Talk, Write Strategy	01 / 09 / 2026
--	----------------

80% of teachers will implement a strategy in their classroom that supports language development utilizing a strategy from PLCs.	03 / 06 / 2026
---	----------------



Action Plan

Action Step	Responsible Party	Start Date	End Date
CLDE Director provides CanDo Charts during PLCs at all buildings	CLDE Director	08 / 13 / 2025	10 / 31 / 2025
CLDE works with schools on the Talk, Read, Talk, Write Strategy	CLDE Director	10 / 15 / 2025	01 / 09 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the District Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
District Board Approval : Local Board Adoption: The local board reviewed and adopted the plan.	District	<input checked="" type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

The BOE will approve all school level UIPs and district level UIPs during the meeting on Monday, October 20th, 2025 due to their regular schedule of meetings.

Attachments

- Final_~V1 Fort Morgan Re-3 UIP 2025-26.pdf



Executive Summary

School Information

School Name	Grades Served	Phone
Baker Elementary School	NA	9703706113
District Name	Website	Description
Fort Morgan Re-3		

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Math growth at Baker decreased significantly last year*

- Inconsistent or Ineffective Use of Data to Inform Instruction
- Lack of Targeted, Differentiated Instruction
- Gaps in Foundational Skills and Lack of Alignment with State Standards

- Data-Driven Interventions
- School wide growth mindset focus with intentional goal setting

- *English Language Arts Growth is consistently low*

- A One-Size-Fits-All Approach to Reading Instruction
- Gaps in Foundational Skills and Misalignment with State Standards
- Limited Student Engagement

- Targeted student data driven instruction
- Professional Development that focuses of students goals

- *Social Emotional Needs*

- Inconsistent Implementation of Social-Emotional Learning (SEL)

- High-Fidelity Implementation

Student Performance Priorities

Student Performance Priority Summary

• *Understanding Our Growth Data*

The CMAS results show that, after a period of strong growth in 2024, our students' academic growth has significantly declined. While last year all of our grades and subjects were growing faster than the state average, this year's results indicate our students are, on average, no longer keeping pace with their peers across Colorado.

- **English Language Arts (ELA):** *Our school-wide Median Growth Percentile (MGP) in ELA dropped from 58 to 42. While our 4th graders' growth remained stable and strong at a 55 MGP, our 5th graders' growth declined sharply from 54.5 to 37.5. This means a large number of our 5th-grade students did not make the academic gains they were projected to make.*
- **Mathematics:** *This is an area of significant concern. Our school-wide math MGP plummeted from 56.5 to just 34. Both our 4th and 5th-grade students saw alarming drops in growth, with 4th grade falling from 59 to 40 and 5th grade dropping to an MGP of 30.5. This is the lowest growth we've seen, and it tells us that the majority of our 5th graders are not making the foundational math progress needed for their future success.*

Our Path Forward

The clear and concerning trend of declining academic growth means we must act with a sense of urgency. We are already conducting a comprehensive review of our instructional strategies and curriculum to understand where we can improve.

- **Targeted Interventions:** *We'll be implementing new, data-driven interventions to address the specific needs identified by these results, particularly in 5th-grade math and ELA.*
- **Curriculum Review:** *We are examining our core curriculum and teaching practices to ensure they are fully aligned with state standards and are effectively challenging our students.*

Collaborative Effort: *We know that a child's success is a team effort. We will be working closely with our teachers to provide them with the professional development and resources they need to reverse this trend. We also plan to partner more closely with our families to provide tools and strategies to support learning at home.*

Student Performance Priority: Math growth at Baker decreased significantly last year

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

3 4 5

What is the current performance of this Student Performance Priority?

Math Growth: Schoolwide: 2024- 56.5 2025- 34 4th Grade: 2024- 59 2025- 40 5th Grade: 2024- 51 2025- 30.5

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to get our growth back our 2024 number of 56.5

What is the 1-year (end of 2025-26) measure and target?

Our one year goal is to get our growth up to 50 from 34 last year

Interim Measure and Target?

We will be using NWEA to assess interim progress this year. We will specifically look at the correlation data between NWEA and CMAS

Measurement Dates

12 / 19 / 2025

Student Performance Priority: English Language Arts Growth is consistently low

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

3 4 5

What is the current performance of this Student Performance Priority?

ELA Median Growth Percentile: Schoolwide: 2024- 58 2025- 42 4th Grade: 2024- 58 2025- 55 5th Grade: 2024- 54.5

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to get our growth back our 2024 number of 58.

What is the 1-year (end of 2025-26) measure and target?

Our one year goal is to get our growth score to 50

Interim Measure and Target?

We will be using NWEA to assess interim progress this year. We will specifically look at the correlation data between NWEA and CMAS

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Social Emotional Needs

Student Performance Priority Category

Social-Emotional/Trauma-Informed

What group(s) is this Student Performance Priority focused

on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

We have taken steps to improve our tier 1 SEL instruction in all classes. Our biggest step is adding in dedicated SEL time to all grade level schedules. However use of district provided program materials is not as consistent as we would like. We are able to track this based on website usage data.

What is the 2-year (end of 2026-27) measure and target?

Our two year goal is to have all classes using Character Strong materials on a daily basis during our SEL time.

What is the 1-year (end of 2025-26) measure and target?

By the end of the year our goal is to have all classes using the SEL time for SEL lessons using any tool available. We will continue to work with staff to increase comfortability and familiarity using Character Strong lessons

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

Perception survey data and website usage data.

05 / 15 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

We currently have 129 students in fourth and fifth grades and 61 are read at or above grade level.

What is the 2-year (end of 2026-27) measure and target?

Currently we have 47% of students after third grade reading at or above grade level. In two years we would like to increase that percentage to 80%.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to increase from 47% to 65% reading at or above grade level.

What is the current performance of students with a significant reading deficiency (SRD)?

We currently have 82 students on READ plans.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

We will use NWEA and DIBELS to assess progress.

On what date will the school measure this interim target?

05 / 15 / 2026

What is the interim measure

On what date will the school

What is the 2-year (end of 2026-27) measure and target?

Within two years we would like to decrease the number of students on READ Plans from 82 to 40.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to decrease the number of students on READ Plans from 82 to 60.

(e.g., tool or assessment) and specific mid-year target?

We will use DIBELS benchmark data to assess our progress on this goal.

measure this interim target?

05 / 15 / 2026

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

We currently have 156 students out of 299 below grade level on NWEA, which is 52 % of our students.

What is the 2-year (end of 2026-27) measure and target?

Within two years we would like to decrease this number to 20% of our students below grade level in math.

What is the 1-year (end of 2025-26) measure and target?

Within one year we would like to decrease from 52% to 35% of students below grade level

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

We will use NWEA benchmark data to assess our progress on this goal.

On what date will the school measure this interim target?

05 / 15 / 2026

Root Cause Analysis



Math growth at Baker decreased significantly last year



Inconsistent or Ineffective Use of Data to Inform Instruction

Provide a brief description of this Root Cause.

Inconsistent or Ineffective Use of Data to Inform Instruction Evidence from Strategies: The plan emphasizes Data-Driven Interventions and Professional Development on using NWEA data.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: This suggests that teachers may not have a consistent, school-wide process for using assessment data to pinpoint specific student needs. Without targeted data analysis, instruction may be too broad or not focused enough on the foundational skills students are lacking. The training on interpreting NWEA RIT scores directly addresses this. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Lack of Targeted, Differentiated Instruction

Provide a brief description of this Root Cause.

Lack of Targeted, Differentiated Instruction Evidence from Strategies: The plan calls for creating differentiated small groups and providing targeted instruction on foundational skills.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The school recognizes that a one-size-fits-all approach is not working. The low growth scores indicate that instruction is not meeting the diverse needs of students. Some students may need remediation on prior-grade standards, while others may need more complex, challenging content. The small-group model is designed to fix this. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Gaps in Foundational Skills and Lack of Alignment with State Standards

Provide a brief description of this Root Cause.

Gaps in Foundational Skills and Lack of Alignment with State Standards Evidence from Strategies: The plan mentions a focus on "foundational skills" and ensuring the "curriculum will be closely aligned to the Colorado Academic Standards."

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: Low growth in 4th and 5th grade suggests that students may have arrived at these grades without a solid grasp of prerequisite skills from previous grades. The low CMAS scores also imply that there may be a gap between what is being taught in the classroom and what the state standards require.



English Language Arts Growth is consistently low



A One-Size-Fits-All Approach to Reading Instruction

Provide a brief description of this Root Cause.

A One-Size-Fits-All Approach to Reading Instruction Evidence from Strategies: The plan emphasizes Targeted Small-Group Intervention Instruction and the use of NWEA data to identify "specific reading deficits." This suggests that previous instruction may not have been differentiated enough to meet students' individual needs.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: Low growth indicates that students have varying gaps in foundational skills like phonics and fluency, as well as higher-level comprehension and vocabulary. A standard, whole-group curriculum alone isn't sufficient to address these diverse needs. NWEA MAP Growth: This assessment will be used as the primary tool for monitoring individual student growth throughout the year. The school will track the percentage of students who meet or exceed their individual RIT score growth projections. The target is to reach at least 75% of students meeting or exceeding their growth targets.



Gaps in Foundational Skills and Misalignment with State Standards

Provide a brief description of this Root Cause.

Gaps in Foundational Skills and Misalignment with State Standards Evidence from Strategies: The plan focuses on utilizing "95% intervention materials" to improve "foundational skills like phonics and fluency" and ensuring the CKLA curriculum is aligned with the Colorado Academic Standards.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The school recognizes that some 5th-grade students may not have mastered the basic building blocks of reading, which is impacting their ability to comprehend complex texts. The need to review and align the curriculum indicates a potential disconnect between what is taught and what the CMAS assessment requires, which directly affects proficiency and growth.



Limited Student Engagement

Provide a brief description of this Root Cause.

Limited Student Engagement Evidence from Strategies: The plan includes a strategy to use data discussion with students to aid in goal setting and a level - up system for students to increase their engagement in their learning.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Analysis: The staff believe that lack of student effort and engagement hinders the learning that is taking place in the classroom. When students start to reach their goals, it will also help students to adopt a growth mindset. Student engagement is crucial to student learning success.



Social Emotional Needs



Inconsistent Implementation of Social-Emotional Learning (SEL)

Provide a brief description of this Root Cause.

Inconsistent Implementation of Social-Emotional Learning (SEL): The strategy to ensure High-Fidelity Implementation suggests that in the past, the school either lacked a consistent SEL curriculum or that its implementation varied from classroom to classroom.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

This inconsistency would lead to gaps in student understanding and a disjointed social-emotional experience across the school. The goal to increase website use also points to a need for more consistent engagement with the provided resources. Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.



Reactive, Not Proactive, Behavioral Management

Provide a brief description of this Root Cause.

Reactive, Not Proactive, Behavioral Management: The goal to reduce office discipline referrals and the focus on proactive SEL curricula (like Character Strong) suggest a previous reliance on reactive discipline rather than proactive skill-building. Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The new strategy aims to teach students the skills to manage emotions and build positive relationships, which should reduce the need for disciplinary action in the long run.

Major Improvement Strategies



Data-Driven Interventions

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data-Driven Interventions: Teachers will use NWEA MAP Growth data from fall and winter assessments to identify students' specific areas of weakness and create differentiated small groups. These groups will receive targeted instruction on foundational skills in a pull-out or push-in model.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent or Ineffective Use of Data to Inform Instruction
- Gaps in Foundational Skills and Lack of Alignment with State Standards

Describe the evidence/research that supports this Major Improvement Strategy.

Professional Development: All 4th and 5th-grade teachers will receive training on how to effectively use NWEA data to inform their instruction. This will include learning to interpret RIT scores and using the data to select appropriate instructional resources for each student.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Students setting goals for themselves with teacher assistance

Who will monitor these milestones?

Instructional staff

Implementation Milestone	Date
Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.	05 / 21 / 2027



Action Plan

Action Step	Responsible Party	Start Date	End Date
Display and instruction of the GRIT and Stamina posters school wide	Instructional staff	09 / 15 / 2025	05 / 21 / 2026



School wide growth mindset focus with intentional goal setting

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Growth Mindset: Teachers will promote a growth mindset in their classrooms, encouraging students to see challenges as opportunities to learn and grow. This will help address student attitudes toward math and build confidence. Using goal setting and a level up incentive to push kids to work toward improving their scores. Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent or Ineffective Use of Data to Inform Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Instruction on the meaning of GRIT and Stamina

Who will monitor these milestones?

Instructional staff

Implementation Milestones

Implementation Milestone	Date
Every student has SMART goals set for all NWEA benchmark Assessments	12 / 05 / 2025



Action Plan

Action Step

Individual Goal setting conferences happen by subject with each student

Responsible Party

Instructional staff

Start Date

10 / 17 / 2025

End Date

12 / 05 / 2025



Targeted student data driven instruction

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Targeted Small-Group Intervention Instruction: Teachers will use data from NWEA MAP Growth to identify specific reading deficits in each student, whether in foundational skills like phonics and fluency or higher-level skills like comprehension and vocabulary.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- A One-Size-Fits-All Approach to Reading Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Students will be placed in flexible, small groups to receive targeted instruction on these specific areas.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Student centered instruction based on data

Implementation Milestones

Implementation Milestone	Date
That we see mastery over the lesson a day approach	01 / 06 / 2026

Who will monitor these milestones?

Principal and Instructional Coach



Action Plan

Action Step	Responsible Party	Start Date	End Date
Aligned PLC professional development directed toward designing instruction based on data	Instructional Coach	09 / 26 / 2025	05 / 15 / 2026



Professional Development that focuses of students goals

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data-Driven Professional Development: Teachers will receive ongoing training on how to effectively use NWEA and CMAS data to differentiate instruction and select appropriate instructional materials. Training will also focus on best practices for teaching reading comprehension, such as reciprocal teaching, text-to-text connections, and summarization.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Limited Student Engagement

Describe the evidence/research that supports this Major Improvement Strategy.

Data Discussions: Teachers will have data discussions with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset..

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers are regularly setting goals with students for all assessments

Implementation Milestone	Date
--------------------------	------

Data Discussions: Teachers will have data discussions

Who will monitor these milestones?

Instructional Staff

with students to make them aware of their current level of achievement and then use the information to help set goals and increase a growth mindset.



Action Plan

Action Step

Students have set goals based on the provided templates.

Responsible Party

Instructional staff

Start Date

10 / 03 / 2025

End Date

05 / 15 / 2026



High-Fidelity Implementation

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

High-Fidelity Implementation: School leadership will ensure all staff are trained in both the Capturing Kids' Hearts and Character Strong curricula.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Inconsistent Implementation of Social-Emotional Learning (SEL)

Describe the evidence/research that supports this Major Improvement Strategy.

Regular professional learning community (PLC) meetings will be used for teachers to share best practices, discuss challenges, and ensure consistent application of the programs' strategies across all classrooms.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestone Date

What improvement do you expect to see in adult behaviors or school systems?

Staff utilizing online programs daily

Who will monitor these milestones?

Principal and School Counselor

Perception Surveys: Baker Elementary will use the surveys provided by both Capturing Kids' Hearts (CKH) and Character Strong to gather qualitative data from students and staff. Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Website and Resource Use Data: The school will monitor the website usage data provided by the curriculum programs. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation. Behavioral Data: As a lagging indicator of improved SEL, the school will track discipline referrals. Behavior Referrals: The target is to reduce the number of Behavior Referrals by at least 10% from the previous year's baseline.

10 / 03 / 2025



Action Plan

Action Step

Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates implementation

Responsible Party

Instructional staff

Start Date

08 / 12 / 2025

End Date

05 / 15 / 2026



Data analysis and planning

Major Improvement Strategy Category

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Data Analysis and Action Planning: The school's SEL team will regularly review the perception survey results and website usage data. These data points will be used to identify areas of strength and areas needing improvement, informing targeted interventions for specific grades or classrooms.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Reactive, Not Proactive, Behavioral Management

Describe the evidence/research that supports this Major Improvement Strategy.

Visible School-Wide Culture: Baker Elementary will create a unified school-wide culture that reinforces the core principles of both programs. This includes establishing consistent school-wide greeting rituals, posting Social Contracts in every classroom, and publicly recognizing students and staff for demonstrating kindness, empathy, and positive character traits.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
Student Survey: The target is for at least 75% of students to report a positive sense of belonging, feeling respected by staff, and having strong relationships with peers. Staff Survey: The target is for at least 85% of staff to report that they feel connected to their colleagues, use the curriculum with fidelity, and believe that the school is a positive and supportive place to work. Curriculum Engagement: The goal is to see a 30% increase in the number of teachers and staff	05 / 15 / 2026

What improvement do you expect to see in adult behaviors or school systems?

Perception surveys and behavior data.

Who will monitor these milestones?

Principal and School Counselor

actively logging in to the program websites to access lessons, activities, and professional development materials. This metric indicates fidelity of implementation.



Action Plan

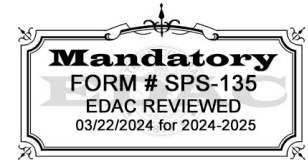
Action Step	Responsible Party	Start Date	End Date
Review CKH survey data for fall, winter, and spring	Principal	08 / 15 / 2025	05 / 15 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input type="checkbox"/> I agree

Attachments

- Final_~V1 Baker Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Columbine Elementary School

Grades Served

NA

Phone

9708677418

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Columbine Elementary serves about 430 students in 1st through 5th grade. Columbine houses the district's elementary Dual Language Immersion program, in which students half of their school day learning in Spanish and the other half learning in English. Half of the classes at Columbine, 2 per grade level, participate in Dual Language, while the other 2 classes per grade level are traditional elementary classes. Columbine's staff includes 20 classroom teachers, 1 special education teacher, 2 reading interventionists, 1 CLD teacher, 2.5 specials teachers, 1 counselor, 1 instructional coach, 15 paraprofessionals, 1 health aide, 1 administrative assistant, 1 TOSA/dean, and the principal.

School Contact Information

Name: Simone Carruth

Title: Principal

Phone: 970-867-7418

Email: simone.carruth@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *ELA growth for the past two years is increasing but achievement is flat.*

- Family Involvement
- Tier 1 Instruction

- Academic Parent Teacher Teams
- Differentiation

- *Math growth and achievement for the past two years is declining.*

- Tier 1 Instruction
- Family Involvement

- Differentiation
- Academic Parent Teacher Teams

Student Performance Priorities

Student Performance Priority Summary

- CMAS data indicates that, while ELA achievement growth has increased for the last two years, achievement has remained flat. Growth and achievement are below the state average. Math growth and achievement for the last two years are declining and both are below the state average.

Student Performance Priority: ELA growth for the past two years is increasing but achievement is flat.

Student Performance Priority Category

Student engagement

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

1 2 3 4 5

What is the current performance of this Student Performance Priority?

CMAS Mean Scale Score of 728 - 24th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Score Mean Scale Score of 735 - 37th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Mean Scale Score of 730 - 30th percentile

What is the current performance of this Student Performance Priority?

Academic growth in ELA is in the 42nd percentile

What is the 2-year (end of 2026-27) measure and target?

Academic growth in ELA will be the 65th percentile

What is the 1-year (end of 2025-26) measure and target?

Academic growth in ELA will be the 55th percentile

Interim Measure and Target?

NWEA Reading achievement will be at the 61st percentile
DIBELS SRD students will be 20% of the student population

Measurement Dates

12 / 12 / 2025
12 / 05 / 2025

Interim Measure and Target?

NWEA mean growth percentile will be at the 65th percentile

Measurement Dates

12 / 12 / 2025

Student Performance Priority: Math growth and achievement for the past two years is declining.

Student Performance Priority Category

Equitable Practices

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

Free/Reduced Eligible Lunch English Learners/Multi-Language Learners

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

1 2 3 4 5

What is the current performance of this Student Performance Priority?

FRL CMAS Mean Scale Score of 725 - 27th percentile

What is the 2-year (end of 2026-27) measure and target?

FRL CMAS Mean Scale Score of 735 - 52nd percentile

What is the 1-year (end of 2025-26) measure and target?

FRL CMAS Mean Scale score of 730 - 40th percentile

What is the current performance of this Student Performance Priority?

MLL CMAS Mean Scale Score of 720 - 16th percentile

What is the 2-year (end of 2026-27) measure and target?

Interim Measure and Target?

NWEA Math achievement will be at the 61st percentile

Measurement Dates

12 / 12 / 2025

MLL CMAS Mean Scale Score of 730 - 39th percentile

What is the 1-year (end of 2025-26) measure and target?

MLL CMAS Mean Scale Score of 725 - 26th percentile

Interim Measure and Target?

NWEA Math mean growth will be at the 65th percentile

Measurement Dates

12 / 12 / 2025

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

38% of students were above expectations and 23% of students met expectations for a total of 61% at or above.

What is the 2-year (end of 2026-27) measure and target?

70% of third grade students are at or above expectations by the end of grade 3

What is the 1-year (end of 2025-26) measure and target?

65% of third grade students are at or above expectations by the end of grade 3

What is the current performance of students with a significant reading deficiency (SRD)?

25% of students are SRD: 34% of 1st graders, 22% of 2nd graders, 17% of 3rd graders

What is the 2-year (end of 2026-27) measure and target?

15% of students are SRD

What is the 1-year (end of 2025-26) measure and target?

20% of students are SRD

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELs - 60% of third grade students are at or above expectations

On what date will the school measure this interim target?

12 / 05 / 2025

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELs students at SRD will be 20% of students

On what date will the school measure this interim target?

12 / 05 / 2025

Math Acceleration Targets

What is the current performance of

students below grade level or struggling in math?

32% of students are scoring in below the 40th percentile in NWEA math assessments.

What is the 2-year (end of 2026-27) measure and target?

80% of students will score above the 40th percentile in NWEA math assessments.

What is the 1-year (end of 2025-26) measure and target?

75% of students will score above the 40th percentile in NWEA math assessments

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

NWEA Maps math achievement will be in the 61st percentile

On what date will the school measure this interim target?

12 / 12 / 2025

Root Cause Analysis



ELA growth for the past two years is increasing but achievement is flat.



Family Involvement

Provide a brief description of this Root Cause.

Families feel connected to and invested in Columbine. Family nights, parent-teacher conferences, and cultural events are well attended. Newsletters are sent out monthly to keep parents informed about events at the school. Remind and Dojo are utilized for two-way communication. Survey data indicates that parents would like to help more with academics but are uncertain how to help.

Root Cause Category

Family/community engagement

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

25% of families responded to a survey indicating that they are welcome and belong at Columbine but do not know how to support their students academically. A team including parents, community members, the instructional coach, the counselor, and the principal reviewed the survey results and believed them to be accurate. A survey of classroom teachers revealed that there is much communication about school events and behavior, but not as much regarding academics.



Tier 1 Instruction

Provide a brief description of this Root Cause.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is

necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Data cycles indicate that while the majority of students are on target with ELA instruction, small groups in every class are struggling to master content with whole group instruction and individual or partner worktime. Incorporating small group differentiation will provide direct instruction to meet individual student academic need.



Math growth and achievement for the past two years is declining.



Tier 1 Instruction

Provide a brief description of this Root Cause.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Teachers have mastered the Envision math curriculum and are adept at using data cycles to understand student mastery. Teachers have expressed difficulty in reteaching small groups, continuing instruction for on-target kids, and managing the class all at the same time.



Family Involvement

Provide a brief description of this Root Cause.

Families feel connected to and invested in Columbine. Family nights, parent-teacher conferences, and cultural events are well attended. Newsletters are sent out monthly to keep parents informed about events at the school. Remind and Dojo are utilized for two-way communication. Survey data indicates that parents would like to help more with academics but are uncertain how to help.

Root Cause Category

Family/community engagement

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

25% of families responded to a survey indicating that they are welcome and belong at Columbine but do not know how to support their students academically. A team including parents, community members, the instructional coach, the counselor, and the principal reviewed the survey results and believed them to be accurate. A survey of classroom teachers revealed that there is much communication about school events and behavior, but not as much regarding academics.

Major Improvement Strategies



Differentiation

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers have mastered the curriculum and are using formative data to understand where student mastery is happening. The next step is to incorporate targeted small group instruction to address specific learning needs. According to CDE's COMTSS, best first instruction is necessary for quality Tier 1 instruction. As part of the layered continuum of supports, data-based differentiation in the classroom is necessary. For this to take place, teachers need quality professional development, which will be provided by leadership staff and teacher leaders.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Tier 1 Instruction
- Tier 1 Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Data cycles indicate that while the majority of students are on target with math instruction, small groups in every class are struggling to master content with whole group instruction and individual or partner worktime. Incorporating small group differentiation will provide direct instruction to meet individual student academic need.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Implementation Milestone Date

Small group, differentiated instruction in math and ELA

100% of writing classes will utilize writing groups daily to differentiate instruction 10 / 10 / 2025

Who will monitor these milestones?

Instructional coach, principal

100% of math classes will utilize small group instruction twice a week within the math class 01 / 05 / 2027



Action Plan

Action Step	Responsible Party	Start Date	End Date
Professional Development in small group creation and management in writing	Principal, Instructional Coach	08 / 08 / 2025	08 / 08 / 2025
Professional Development in using AI to help create meaningful independent group work	Instructional Coach	09 / 08 / 2025	09 / 08 / 2025
Data Cycles initiated for math and ELA	Instructional Coach	09 / 30 / 2025	08 / 08 / 2025
Professional Development in utilizing small group instruction in the math classroom	Principal, Instructional Coach	11 / 10 / 2025	11 / 10 / 2025
Instructional coaches include small grouping within coaching cycles	Instructional Coaches	09 / 09 / 2025	05 / 29 / 2026



Academic Parent Teacher Teams

Major Improvement Strategy Category

Family and Community Engagement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The teacher teams have identified high leverage areas that families can work with students on. Family nights will be centered on learning the games and setting goals. Parent Teacher conferences will focus on setting goals and reviewing progress to those individual goals.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Family Involvement

Describe the evidence/research that supports this Major Improvement Strategy.

Students whose families are engaged in their learning and academic progress are shown to have better academic outcomes. Providing families with ways to help at home is a need that has been expressed by families and teachers both. According to the Colorado Department of Education, FCSP is a high impact strategy. CDE names the 4 steps to implementing a comprehensive, school-wide FSCP plan as: Create an

Inclusive Culture, Build Trusting Relationships, Design Capacity-Building Opportunities, and Dedicate Necessary Resources. Columbine families agree that the culture is inclusive and trust has been built. The APTT are intended to focus on the last two steps: building capacity and dedicating resources.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I; Other (foundation grant, etc.)



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Involving families in supporting specific academic goals

Implementation Milestone

Date

100% of families have set goals with the teacher and received materials

10 / 27 / 2025

Who will monitor these milestones?

Principal, teachers

100% of families have reviewed student progress toward goals with teachers

02 / 23 / 2026



Action Plan

Action Step

Responsible Party

Start Date

End Date

Identifying high leverage math and ELA skills for families to practice

Classroom teachers

09 / 08 / 2025

09 / 08 / 2025

Small group parent meeting (CSIT team)

Instructional Coach

10 / 02 / 2025

05 / 29 / 2026

Family night to teach games to practice skills

Principal, Instructional Coach, School staff

10 / 16 / 2025

10 / 16 / 2025

Give families kits and set goals for skill practice

Classroom teachers, instructional coach

10 / 27 / 2025

10 / 27 / 2025

Family night to introduce new games, next steps for same skills

School staff

01 / 30 / 2026

01 / 30 / 2026

Review growth toward individual goals established in October

School staff

02 / 23 / 2026

02 / 23 / 2026

Assurances & Requirements

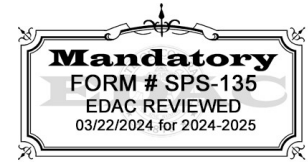
Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

The UIP does serve as the Title I Schoolwide plan and Columbine will meet the requirements of such.

Attachments

- Final_~V2 Columbine Elementary School UIP 2025-26.pdf
- Final_~V1 Columbine Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Green Acres Elementary School

Grades Served

NA

Phone

9708675460

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Green Acres is a 1st - 5th grade elementary in the town of Fort Morgan, in Northeastern Colorado serving approximately 300 students. We are one of four elementary schools in the Fort Morgan School district, which serves approximately 3400 students. There are 21 certified teachers, two instructional coaches, one full time counselor, one occupation therapist, two speech pathologists, and nine paraprofessionals. In Morgan County, our biggest employers are agriculture and beef packing industries. Our population includes many refugees, migrant, immigrant, and second language students. Our Free/Reduced lunch percentage averages around 57%. Currently our school is comprised of 54% Hispanic, 38% White, 5% Black, 1% Asian, 1% multiple races, and less than 1% Native Americans. The special services we provide at Green Acres include special education, ELD, reading intervention, gifted and talented, full time school based counseling and on site basic dental services through Salud dental. Title I grant funding as well as READ Act money is utilized to support student achievement. Spring of 2024, EASI Grant funding was utilized for a diagnostic review and facilitated planning support.

School Contact Information

Name: Carol Francone

Title: Principal

Phone: 9708675460

Email: carol.francone@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**

- *ELA Growth*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need to refine data driven instructional practices in ELA.
- Need for instructional leadership in ELA.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Routine, Structured Data Conversations focused on Reading Growth

- *ELA Achievement*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need to refine data driven instructional practices in ELA.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Routine, Structured Data Conversations focused on Reading Growth

- *Math Growth*

- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need for strategic use of high-quality instructional materials.

- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Align Curriculum-based Math Assessments with Colorado Academic Standards

- *Math Achievement*



- Need to prioritize instructional leadership for continuous improvement.
- Need to strengthen schoolwide behavior support systems.
- Need for strategic use of high-quality instructional materials.



- Continuous Improvement Routines that Leverage Shared Instructional Leadership
- MTSS for Social-Emotional Learning
- Align Curriculum-based Math Assessments with Colorado Academic Standards

Student Performance Priorities

Student Performance Priority Summary

• Current Performance for ELA

Achievement: CMAS - ELA

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	728.8	724.8	737.7	724.9	734	718.8	730.5	706	731.3
2023-2024	717.7	710.9	728.9	711.6	726.9	701.2	722.2	684.2	724.2
2024-2025	724.2	716.8	734.9	717.8	734.8	708.7	730.6	681.5	731.7

Summary

This table presents ELA performance data for various student subgroups over three academic years, from 2022-2023 to 2024-2025. The overall performance for "All Students" shows a decline from 2022-2023 to 2023-2024, followed by a slight rebound in the 2024-2025 school year. Significant performance gaps are evident between some subgroups; for example, in 2024-2025, Non-FRL students scored an average of 18.1 points higher than FRL students, and Non-minority students scored 17 points higher than Minority students.

Growth: CMAS - ELA

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	46	44	54	46	46.5	45	46	n=<20	44

2023-2024	26.5	23	32.5	24	31	n=<20	28	n=<20	25.5
2024-2025	59.5	52	62	55.5	62.5	56	60	n=<20	62.5

Summary

Based on the provided data, average ELA growth scores for All Students dropped significantly from 46 in 2022-2023 to 26.5 in 2023-2024, before rebounding sharply to 59.5 in 2024-2025, the highest score in the three-year period. In the most recent year, a substantial gap existed between some subgroups, with Non-FRL students achieving a 10-point higher growth score than FRL students. While many subgroups saw improvement in 2024-2025, the data for several groups, including Minority and Non-IEP students, was either missing or based on a very small sample size.

Achievement: NWEA Reading - (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	46th Percentile	20th Percentile	37th Percentile	63rd Percentile
2023-2024	48th Percentile		43rd Percentile	57th Percentile
2024-2025	47th Percentile	52nd Percentile	47th Percentile	58th Percentile

Summary

Based on the provided data, average NWEA ELA achievement for All Students remained relatively stable over the three-year period, hovering between the 46th and 48th percentile. While the overall trend was flat, two significant shifts occurred within subgroups. The most notable change was the dramatic improvement for ELL students, whose achievement percentile more than doubled from the 20th percentile in 2022-2023 to the 52nd percentile in 2024-2025. Additionally, the achievement gap between White and Hispanic students was significantly reduced, decreasing from 26 percentile points in 2022-2023 to 11 points in 2024-2025. This data is higher than the state level data in which achievement is lower, just above the approaching score.

Growth: NWEA - Reading (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	52nd Percentile	44th Percentile	51st Percentile	59th Percentile
2023-2024	51st Percentile		49th Percentile	51st Percentile
2024-2025	52nd Percentile	18th Percentile	35th Percentile	58th Percentile

Summary

Based on the provided data, overall NWEA ELA growth scores for All Students remained stable over the three-year period, consistently at or near the 52nd percentile. In stark contrast, ELL students experienced a significant drop in

growth, falling from the 44th percentile in 2022-2023 to the 18th percentile in 2024-2025. Similarly, the growth gap between White and Hispanic students, which had nearly closed in 2023-2024, widened dramatically to 23 percentile points in 2024-2025. Growth was higher on the state level data for all students on CMAS ELA at the 56th percentile for all students.

Current Performance for Math

Achievement: CMAS - Math

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	725.5	719.1	740.5	719.8	733.5	713	728.1	713.1	726.8
2023-2024	716.9	710.4	727.6	713.3	722.7	708.7	719.3	689.4	722.2
2024-2025	720.6	713.4	730.6	714.6	730.6	708.9	725.8	687.1	726.3

Summary

Based on the provided data, overall CMAS Math achievement for All Students declined from 2022-2023 to 2023-2024 but rebounded slightly in 2024-2025. Significant achievement gaps persist between subgroups, with Non-FRL students consistently outperforming FRL students. Most notably, the achievement gap between IEP and Non-IEP students has widened considerably over the three years, reaching a difference of over 39 points in 2024-2025.

Growth: CMAS - Math

	All Students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	37.0	35	57	25	57	n=<20	38.5	n=<20	35.5
2023-2024	28.0	27.0	33	29.0	27	n=<20	30	n=<20	28.5
2024-2025	52.0	57	61	45	57	56	51	n=<20	56

Summary

Based on the provided data, overall CMAS Math growth scores for All Students dropped from 37.0 in 2022-2023 to 28.0 in 2023-2024, but rebounded sharply to 52.0 in 2024-2025. This strong recovery in the most recent year was particularly notable among FRL students, as the growth gap between them and Non-FRL students narrowed from 22 points to just 4 points. While some data points for ELL and IEP students were missing, scores for all other subgroups increased significantly in 2024-2025.

Achievement: NWEA - Math (% at grade level)

	All Students	ELL	Hispanic	White
2022-2023	47th Percentile	35th Percentile	42nd Percentile	
2023-2024	49th Percentile	34th Percentile	43rd Percentile	69th Percentile
2024-2025	42nd Percentile		31st Percentile	59th Percentile

Summary

After a slight gain from 2022-2023 to 2023-2024, the overall NWEA Math achievement for All Students declined significantly in 2024-2025, falling to the 42nd percentile. This decline was particularly pronounced for Hispanic students, whose achievement dropped from the 43rd to the 31st percentile, widening the gap with White students to 28 points. Data for ELL students was unavailable for the 2024-2025 school year. CMAS Math achievement was just at approaching and slightly below NWEA data.

Growth: NWEA - Math (%at grade level)

	All Students	ELL	Hispanic	White
2022-2023	46th Percentile	57th Percentile	46th Percentile	
2023-2024	52nd Percentile	54th Percentile	48th Percentile	57th Percentile
2024-2025	47th Percentile		40th Percentile	48th Percentile

Summary

Overall NWEA Math growth scores for All Students showed a slight increase from 2022-2023 to 2023-2024 before declining in 2024-2025 to a level similar to the starting point. Both Hispanic and White students experienced a decline in growth in the final year, with scores falling to the 40th and 48th percentiles, respectively. ELL student growth also showed a slight decline from 2022-2023 to 2023-2024, and data for this group was unavailable for the 2024-2025 school year. CMAS Math growth demonstrated a larger growth percentile, at just below the 60th percentile.

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

59th MGP on CMAS

What is the 2-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 70 on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, the median growth percentile will be 65 on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA 60th MGP
NWEA 65th MGP

12 / 19 / 2025
05 / 22 / 2026

Student Performance Priority: ELA Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

18th percentile in the state on CMAS

What is the 2-year (end of 2026-27) measure and target?

By May 2027, we will be at the 35th percentile in the state on CMAS

What is the 1-year (end of 2025-26) measure and target?

By May 2026, we will be at the 26th percentile in the state on CMAS

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA - 40% of students will perform at or above the 61st percentile
NWEA - 45% of students will perform at or above the 61st percentile

12 / 19 / 2025
05 / 22 / 2026

Student Performance Priority: Math Growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

52nd MGP on CMAS

What is the 2-year (end of 2026-27) measure and target?

In May 2026, the MGP will be at 70 on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, the MGP will be at 65 on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

NWEA - MPG will be at 56%
NWEA - MPG will be at 65%

Measurement Dates

12 / 22 / 2025
05 / 22 / 2026

Student Performance Priority: Math Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

18th percentile in the state on CMAS

What is the 2-year (end of 2026-27) measure and target?

May 2027, math achievement will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2025-26) measure and target?

In May 2026, math achievement will be at the 26th percentile in the state on CMAS.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

NWEA - 40% of students will perform at or above the 61st percentile
NWEA - 45% of students will perform at or above the 61st percentile

Measurement Dates

12 / 19 / 2026
05 / 22 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

There are currently 50 students identified having an SRD in 1st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2026-27) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 40 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the 1-year (end of 2025-26) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the current performance of students with a significant reading deficiency (SRD)?

There are currently 50 students in 1st -3rd grades identified having an SRD who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2026-27) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 40 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the 1-year (end of 2025-26) measure and target?

By the end of the 2026-27 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS 8 - Composite Score	12 / 19 / 2025
DIBELS 8 - Composite Score	05 / 22 / 2026

On what date will the school measure this interim target?

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS 8 - Composite Score	12 / 19 / 2025
DIBELS 8 - Composite Score	05 / 22 / 2026

On what date will the school measure this interim target?

Root Cause Analysis



ELA Growth



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to strengthen schoolwide behavior support systems.

Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to refine data driven instructional practices in ELA.

Provide a brief description of this Root Cause.

As we implement new instructional materials, we need to continue to identify and address the needs of individual and small groups of students using data.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge,

teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for instructional leadership in ELA.

Provide a brief description of this Root Cause.

We need a common vision for instruction and use of assessment in ELA.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



ELA Achievement



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to strengthen schoolwide behavior support systems.

Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



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Provide a brief description of this Root Cause.

As we implement new instructional materials, we need to continue to identify and address the needs of individual and small groups of students using data.

Root Cause Category

Data Analysis

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Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Math Growth



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review

might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to strengthen schoolwide behavior support systems.

Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for strategic use of high-quality instructional materials.

Provide a brief description of this Root Cause.

We need to use our high-quality instructional materials strategically to address Colorado Academic Standards and student's needs and strengths.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Math Achievement



Need to prioritize instructional leadership for continuous improvement.

Provide a brief description of this Root Cause.

We need to leverage shared instructional leadership of continuous improvement routines to ensure we move forward in an informed and strategic manner as we implement our improvement strategies.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need to strengthen schoolwide behavior support systems.

Provide a brief description of this Root Cause.

We need a common philosophy about student behavior and behavior supports that align to the philosophy.

Root Cause Category

Behavior Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for strategic use of high-quality instructional materials.

Provide a brief description of this Root Cause.

We need to use our high-quality instructional materials strategically to address Colorado Academic Standards and student's needs and strengths.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2025, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. School administrators recorded each team's root causes for each priority performance challenge. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.

Major Improvement Strategies



Continuous Improvement Routines that Leverage Shared Instructional Leadership

Major Improvement Strategy Category

Continuous Improvement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will work with our Instructional Leadership Team and Lead Improvement Team to implement continuous improvement routines. This will include structured monthly ILT meetings focused on elevating teacher voice in identifying barriers and drivers that impact the school's ability to meet implementation benchmarks, and quarterly LIT meetings focused on using implementation data and student data to determine whether implementation benchmarks have been met and to identify necessary adjustments to action steps.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership for continuous improvement.

Describe the evidence/research that supports this Major Improvement Strategy.

Instructional leadership teams and lead improvement teams reflect an investment in shared leadership. Shared instructional leadership is grounded in the recognition that effective leadership is not confined to a single individual but is instead a shared responsibility that extends throughout an organization (Gronn, 2002). Research suggests a positive correlation between shared instructional leadership and improved student learning outcomes (Leithwood et al., 2008). Shared leadership capitalizes on the expertise, insights, and contributions of teachers and other stakeholders (Flessa, 2009). Shared instructional leadership fosters a culture of continuous improvement and innovation (Park & Datnow, 2009). This strategy is a good fit for Green Acres Elementary School because we have an instructional leadership team that meets regularly, we have clear priorities, implementation benchmarks, and student targets, and we have quarterly facilitated improvement cycles funded through the EASI grant early implementation funds that are currently contributing to positive results at multiple schools in our district.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Development of ILT and LIT</p> <p>Who will monitor these milestones?</p> <p>Principal</p>	100% of instructional leadership team and lead improvement team members will communicate that they understand school level priorities, goals, and action plans for achieving goals.	11 / 01 / 2025
	90% of instructional leadership team and lead improvement team members will communicate that they understand their role in the continuous improvement process as measured by survey data.	01 / 09 / 2026
	100% of instructional leadership team and lead improvement team members will report that discussions are focused on goal attainment, collaborative problem solving, and continuous improvement.	03 / 06 / 2026
	100% of instructional leadership team and lead improvement team members will report that the teams engage in improvement cycles that use implementation data and achievement data to inform next steps in the improvement process.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create a calendar of ILT meetings that takes into account the availability of interim assessment data and improvement cycles/implementation benchmarks.	Principal	09 / 15 / 2025	11 / 01 / 2025
2. Recruit and onboard LIT members.	Principal	09 / 15 / 2025	11 / 01 / 2025
3. Give ILT an overview of improvement cycle work and clarify the role of ILT in helping lead improvement cycles.	ONWARD Education Consulting	09 / 15 / 2025	11 / 01 / 2025
4. Facilitate a process with ILT and LIT to ensure they			

understand priorities, student achievement goals, major improvement strategies, implementation benchmarks, and action steps.	ONWARD Education Consulting	09 / 15 / 2025	11 / 01 / 2025
6. Create or identify a continuous improvement cycle protocol/agenda to guide ILT monthly discussions, with a focus on short-cycle goals, available student data, and implementation benchmarks.	Principal, ONWARD Education Consulting	11 / 02 / 2025	01 / 08 / 2026
5. Share LIT and ILT Improvement Cycles Roles document with ILT and LIT members and facilitate a process for them to unpack the roles.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 08 / 2026
7. At the November and December ILT meetings, use continuous improvement cycle protocol/agenda to guide monthly discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers.	Principal	11 / 03 / 2025	01 / 08 / 2026
8. At the January ILT and LIT meetings, use continuous improvement cycle protocol/agenda to review NWEA data and evaluate progress on January implementation benchmarks. Review March implementation benchmarks and adjust action steps as necessary.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 08 / 2026
9. Administer a survey to assess role clarity of ILT and LIT members. Adjust processes and protocols as necessary based on perception data.	Principal	11 / 03 / 2025	01 / 08 / 2026
10. At the February ILT meeting, use continuous improvement cycle protocol/agenda to guide monthly discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers impacting progress.	Principal	01 / 12 / 2026	03 / 06 / 2026
11. Administer staff-wide survey to understand staff perceptions about school priorities. Analyze survey responses at March ILT and LIT meetings.	Principal	01 / 12 / 2026	03 / 06 / 2026
12. Create and administer survey to ILT and LIT members to assess the degree to which they perceive that discussions are focused on goal attainment, collaborative problem solving, and continuous improvement. Adjust processes and protocols based on data.	Principal	01 / 12 / 2026	03 / 06 / 2026
13. At combined March ILT/LIT meeting, use continuous improvement cycle protocol to evaluate progress. Review staff survey data and use to inform next steps. Evaluate whether implementation benchmarks have been met. Identify drivers and barriers.	Principal	01 / 12 / 2026	03 / 06 / 2026
14. At the March LIT meeting, use continuous improvement cycle protocol/agenda to evaluate progress on March implementation benchmarks. Review May implementation benchmarks and adjust action steps as necessary.	ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
15. At the April ILT meeting, use continuous improvement cycle protocol/agenda to guide monthly			

discussions. Focus on short-cycle goals and implementation benchmarks. Elevate teacher voice in identifying drivers & barriers impacting progress.

Principal

03 / 09 / 2026

05 / 15 / 2026

16. At the May ILT and LIT meetings, use continuous improvement cycle protocol/agenda to review NWEA data and evaluate progress on May implementation benchmarks. Review updated root causes and identify priorities for 2026-2027 school year. Identify imp

ONWARD Education Consulting, Principal

03 / 09 / 2026

05 / 15 / 2026

17. Create and administer survey for ILT/LIT members to assess perceptions about how teams engage in improvement cycles that use implementation data and achievement data to inform next steps in the improvement process. Adjust processes & protocols.

Principal

03 / 09 / 2026

05 / 15 / 2026



Routine, Structured Data Conversations focused on Reading Growth

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The principal will meet one-on-one with teachers routinely to engage in structured data conversations focused on student growth in Reading. The cyclical approach will allow the principal to better understand instruction, teacher needs, and the needs of students and to allocate resources accordingly. The approach will allow teachers highly-differentiated support from the principal and follow-up support as they implement targeted supports to address the reading needs of individual students.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to refine data driven instructional practices in ELA.
- Need for instructional leadership in ELA.

Describe the evidence/research that supports this Major Improvement Strategy.

Focusing the principal's time on frequent, structured data conversations with teachers allows for explicit links between leadership moves and achievement results (Piercy, 2007). This approach also helps position the principal as an instructional leader (Piercy, 2007). Embedding concrete student-level data in each conversation aligns with IES recommendations that schools create ongoing cycles of data use to refine instruction (Hamilton et al., 2009). When data conversations generate specific practice changes and follow-up support, instruction and student achievement are improved (Kraft, Blazar, & Hogan, 2018). This strategy is a good fit for Green Acres for several reasons. First, it allows the principal to better understand schoolwide instructional practices and their impact on student achievement and to adjust resources based on this knowledge. Second, it allows the principal to evaluate the impact of newly adopted instructional materials in ELA. Finally, it allows the new principal one-on-one time to build relationships with teachers focused on student achievement to shift the school's data culture.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Improved Use of Reading Data and Aligned Supports

Who will monitor these milestones?

Principal, ILT, LIT

Implementation Milestone	Date
100% of ELA teachers and school leaders will use student level data to identify individual student benchmarks and annual student-level goals in ELA.	10 / 31 / 2025
100% of ELA teachers and school leaders will complete 2-3 rounds of data check-ins with the principal.	01 / 09 / 2026
100% of ELA teachers and school leaders will complete 5+ rounds of data check-ins since launch.	03 / 06 / 2026
100% of ELA teachers will complete 7 rounds of data check-ins since launch.	05 / 15 / 2026



Action Plan

Action Step

Responsible Party

Start Date

End Date

1. Create a structured check-in calendar that takes into account the availability of fresh progress monitoring data in ELA.

Principal

09 / 15 / 2025

10 / 31 / 2025

2. Share calendar with staff.

Principal

09 / 15 / 2025

10 / 31 / 2025

3. Share rationale, process, protocol, and tools for structured check-ins with staff. Emphasize that each check-in ends with a specific teacher move and a follow-up check-in date.

Principal

09 / 15 / 2025

10 / 31 / 2025

4. Confirm 1st round meetings with teachers.

Principal

09 / 15 / 2025

10 / 31 / 2025

5. Use teacher collaboration time to facilitate a process where teachers set annual goals for each individual

student and backward map progress-monitoring goals for each student.	Principal	09 / 15 / 2025	10 / 31 / 2025
6. Share annual and progress-monitoring goals with all families, including K-3, and ask for input.	Principal	09 / 15 / 2025	10 / 31 / 2025
7. Create a protocol to guide meetings: students of focus, review of current progress vs. goal, surface likely causes of gap, identify 1-2 high leverage moves, create action plans, schedule follow-up.	ONWARD Education Consulting, Principal	11 / 03 / 2025	01 / 09 / 2026
8. Use protocol with each teacher following each progress-monitoring cycle.	Principal	11 / 03 / 2025	01 / 09 / 2026
9. Use trends in student needs to allocate/re-allocate support for teachers (including Student-Centered Coaching), groups of students and individual students.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 09 / 2026
10. Implement and monitor targeted action plan and adjusted supports.	Principal	11 / 03 / 2025	01 / 09 / 2026
11. Document results of targeted actions and supports to inform future supports and associated resource allocation.	Principal	11 / 03 / 2025	01 / 09 / 2026
12. Collect perception data from teachers about effectiveness of process. Adjust based on feedback.	Principal, ONWARD Education Consulting	11 / 03 / 2025	01 / 09 / 2026
13. Continue to implement steps 8 - 12 for next improvement cycle.	Principal, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
14. Continue to implement steps 8-12 for next improvement cycle.	Principal, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
15. Review documented results from year-long check-ins to determine which approaches and supports led to greatest gains. Allocate resources to leverage those approaches for the 2026-2027 school year.	Principal, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026



Align Curriculum-based Math Assessments with Colorado Academic Standards

Major Improvement Strategy Category

Assessment & Assessment Systems

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will raise awareness of Colorado Academic Standards in math while better understanding how to strategically use our math instructional materials by aligning unit assessments with standards during teacher collaboration time.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for strategic use of high-quality instructional materials.

Describe the evidence/research that supports this Major Improvement Strategy.

Research by Ketterlin-Geller et al. (2008) found that curriculum alignment significantly correlates with improved student performance in mathematics. A study by Lane et al. (2004) discusses the role of curriculum alignment in promoting equity in assessment practices. Coburn and Turner (2011) explored how professional development initiatives that emphasize alignment lead to better instructional practices among teachers. Wiggins and McTighe (2005) in "Understanding by Design" emphasize the importance of backward design, which starts with the desired learning outcomes and aligns assessments accordingly. A sound structure that guides teams of teachers in developing tightly aligned units of instruction, focused on alignment between the stated curriculum, taught curriculum, and assessed curriculum, has the potential to significantly improve student performance (Westerberg, 2016). This strategy is a good fit for Green Acres Elementary School because we have recently adopted math instructional materials that teachers have been trained to use. Our next step is to align the curriculum-based assessments with standards to inform instruction. We have PLC time available to us for this work. Next year, we will engage in a similar process using ELA instructional materials that we began implementing during the 2025-2026 school year.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?		
Awareness of Math Standards and Intentionally Aligned Unit Assessments	100% of grade level PLCs will align quarter 2 Math assessments to Colorado Academic Standards.	11 / 21 / 2025
Who will monitor these milestones?		
Principal, ILT, LIT	100% of grade level PLCs will align quarter 3 Math assessments to Colorado Academic Standards.	01 / 09 / 2026
	100% of grade level PLCs will align quarter 4 Math assessments to Colorado Academic Standards.	03 / 06 / 2026
	100% of grade level PLCs will align quarter 1 Math assessments to Colorado Academic Standards.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create or identify a protocol for identifying standards in instructional materials and aligning to grade level expectations from state standards.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
2. Create or identify a tool to capture necessary adjustments to end of unit assessments and instructional materials to align with grade level expectations from state standards.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
3. Repurpose weekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal	09 / 15 / 2025	11 / 21 / 2025
4. Lead grade level teams in a facilitated process to align end of unit assessments and instructional materials with grade level expectations from state standards for the second quarter units.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
5. Administer and analyze end of unit assessments to determine skills for review and reteaching. Create lesson plans for review and reteaching to be implemented in classrooms.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
6. Document necessary adjustments.	Principal, Coach	09 / 15 / 2025	11 / 21 / 2025
7. Identify and implement necessary process adjustments based on feedback from grade level teams and instructional leadership team.	Principal, Coach, ONWARD Education Consulting	09 / 15 / 2025	11 / 21 / 2025
8. During improvement cycle 2, implement steps 4-7 for third quarter units.	Principal, Coach, ONWARD Education Consulting	11 / 24 / 2025	01 / 09 / 2026
9. At family nights, convene parents of students in grades 1-3 to learn activities to foster early numeracy skills.	Principal, Coach	11 / 24 / 2025	03 / 06 / 2026
10. During improvement cycle 3, implement steps 4-7 for fourth quarter units.	Principal, Coach, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
11. During improvement cycle 4, implement steps 4-7 for first quarter (2026-2027) units.	Principal, Coach, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026



MTSS for Social-Emotional Learning

Major Improvement Strategy Category

Social Emotional Learning Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will focus on creating a consistent Tier 1 for social emotional learning using a PBIS approach. We will create protocols and processes to use data to identify students in need of Tier 2 support, to progress monitor, and to adjust supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to strengthen schoolwide behavior support systems.

Describe the evidence/research that supports this Major Improvement Strategy.

By implementing consistent, schoolwide PBIS at Tier 1, schools establish clear expectations and routines that reliably reduce discipline incidents and improve school culture and climate (Bradshaw, Mitchell, & Leaf, 2010). By using screening and discipline data to identify students for Tier 2, teachers help ensure evidence-based supports are targeted to address student needs (McIntosh & Goodman, 2016). Routine progress monitoring enables timely adjustments, increasing responsiveness of Tier 2 supports (McIntosh & Goodman, 2016). This is a good fit for Green Acres because we are working with CDE on the MTSS grant, we have adopted an SEL universal screener, we have a fragmented Tier 1 that we need to address and counselor support for Tier 2.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other CDE Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of teachers will use data to identify Tier 2 SEL needs.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Layered Supports for Social Emotional Learning

100% of teachers will communicate an understanding of schoolwide expectations for Tier 1 SEL supports, including PBIS.	01 / 09 / 2026
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Who will monitor these milestones?

100% of teachers will use data to evaluate and adjust Tier 2 SEL supports.	03 / 06 / 2026
--	----------------

100% of teachers will use data to evaluate and adjust Tier 2 SEL supports.	05 / 15 / 2026
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Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Administer universal SEL screener.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
2. Train staff in how to read SEL data from universal screener.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
3. Schedule time for teachers to meet collaboratively to analyze SEL data.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
4. Create a menu of supports that can be adapted based on student data and the needs of individual and small groups of students (CICO, small group social skills work, other supports).	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
5. Create a protocol to guide teacher teams in using SEL data/a body of evidence to identify students for Tier 2 support and areas of need for each student identified.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
6. Facilitate collaborative SEL data analysis using protocol.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
7. Tailor menu of supports to identified needs.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
8. Notify parents of identified students about Tier 2 supports, including when supports will be provided, the focus of the supports, and how student progress will be tracked and communicated.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
9. Train staff in progress monitoring routines and clarify roles in collecting progress monitoring data.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
10. Create a calendar that identifies times for teachers to collaboratively adjust supports when a student is not making anticipated growth.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
11. Create progress reporting tools and implement processes for communicating with families on an ongoing basis.	Counseling Dept, Principal	09 / 15 / 2025	10 / 10 / 2025
12. Continue to progress monitor and adjust Tier 2 supports as necessary to ensure student growth.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
13. Recruit a PBIS Tier 1 team with clear roles related to the implementation of Tier 1 schoolwide practices.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
14. Reground staff and students in a limited number of clear schoolwide Tier 1 expectations.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
15. Create and implement a plan for recognizing behavior that meets Tier 1 expectations.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026
16. Collaboratively agree upon schoolwide Tier 1 SEL practices, a timeline for implementing them, and a plan for monitoring their implementation.	Counseling Dept, Principal	10 / 13 / 2025	01 / 09 / 2026

17. Review schoolwide Tier 1 expectations with staff and students.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
18. Conduct mid-year re-screen of students.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
19. Facilitate a process that allows teachers to evaluate progress of identified students using progress-monitoring data, make adjustments to supports based on data, and adjust goals.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
20. Implement adjusted supports.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
21. Clarify roles in collecting progress monitoring data.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
22. Continue to engage teachers in collaboratively adjusting supports when a student is not making anticipated growth.	Counseling Dept, Principal	01 / 12 / 2026	03 / 06 / 2026
23. Continue schoolwide routines related to progress monitoring and collaboratively adjusting supports and goals.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026
24. Use schoolwide data to determine effectiveness of Tier 1 practices and Tier 2 supports.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026
25. Plan for adjusted resource allocation for 2026-2027 based on effectiveness of practices and supports.	Counseling Dept, Principal	03 / 09 / 2026	05 / 15 / 2026

Assurances & Requirements

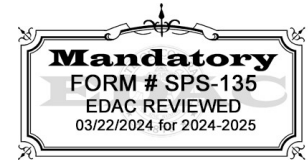
Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Assurances Explanation: If any of the assurances listed above cannot be checked off in good faith at this time, include an explanation in the box below.

All assurances are bale to be agreed to.

Attachments

- Final_~V1 Green Acres Elementary School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Pioneer Elementary School

Grades Served

NA

Phone

9708672080

District Name

Fort Morgan Re-3

Website

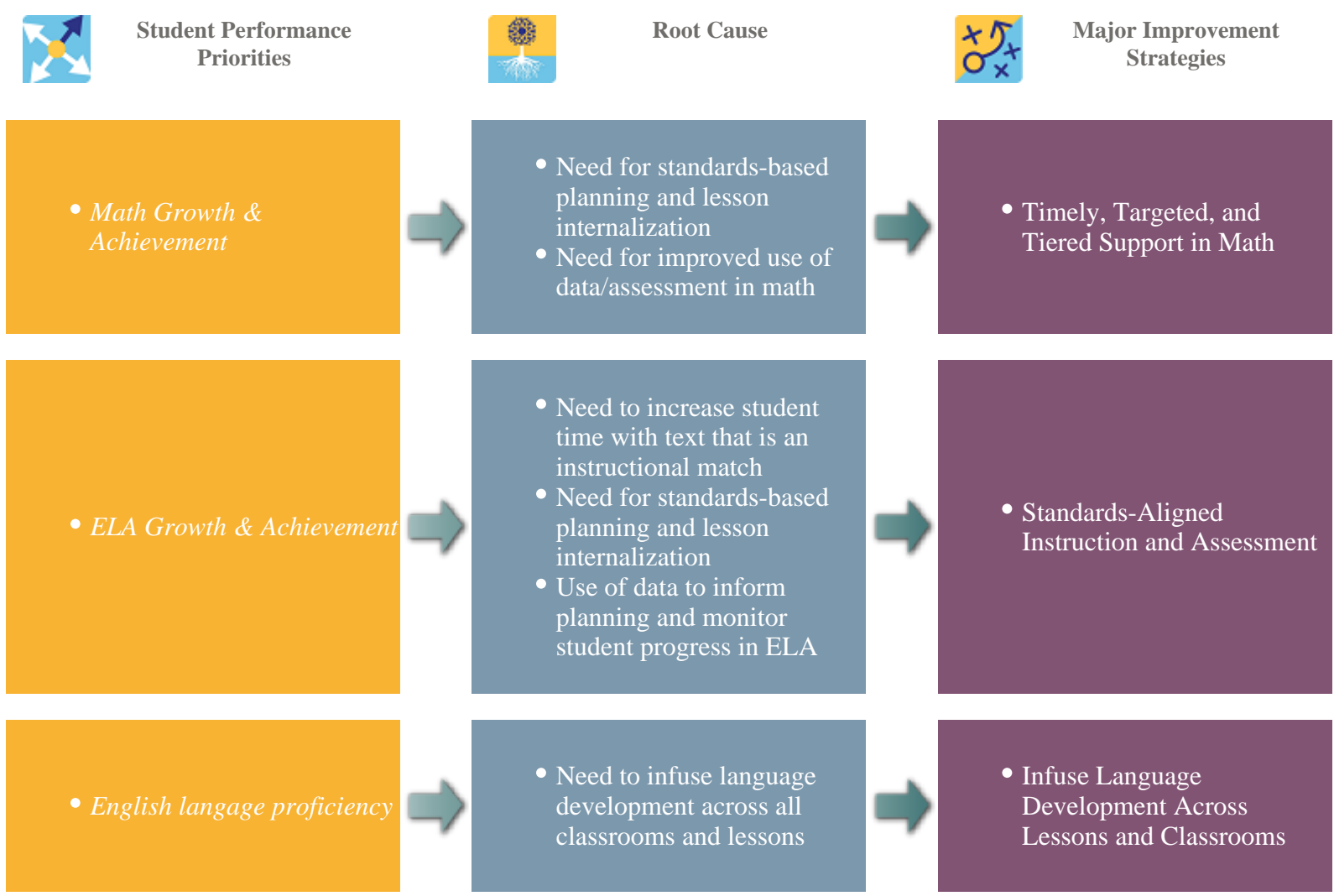
<http://www.morgan.k12.co.us>

Description

Fort Morgan is located in the rural, northeast corner of Colorado, about 80 miles northeast of Denver along I-76. Pioneer Elementary School is located on the south side of town and is one of four elementary schools in Fort Morgan, Colorado. Having opened in the fall of 1991, Pioneer Elementary School is one of Fort Morgan School District's newest elementary schools. Pioneer houses the district's Significant Support Needs program and has the largest multilingual population out of the district's four elementaries. Pioneer Elementary served approximately 240 students in grades 1-5 during the 2024-2025 school year. Of these 240 students, 84% were Free-and-Reduced Lunch eligible, 86% were minority students, 49% were multilingual learners, 19% were on IEPs, 5% were Gifted and Talented, and 4% were migrant students. Pioneer Elementary is home to approximately 25 certified teachers and 23 classified support staff members. Pioneer's mascot is a cheetah, and the Pioneer Cheetahs pledge to "Do our best and be our best" every morning. Pioneer's mission is to foster a safe and caring environment for the optimum learning of each individual student. Pioneer's vision is to challenge all students to reach their potential and become lifelong learners. Pioneer values

Students First decision making, Equity, Accountability, and Rigor. Pioneer receives Title I and Read Act funding, and received an EASI Grant in spring 2023 for a diagnostic review and facilitated planning support for school improvement.

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- CMAS ELA (mean scale score/achievement percentile)

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	721/12 state=742	716/6	744/60	721/11	722/13	719/8	723/16	690/1	730/27
2023-2024	715/5 state=742	713/2	730/27	715/5	717/7	711/1	720/9	687/1	723/16
2024-2025	714.5/4 state=742	716/5	712/2	715/5	713/3	706/1	722/15	687/1	720/10

The CMAS ELA achievement trend the last three years for All Students is decreasing and well below state average. ELA achievement trends for all subgroups mirrors data for All Students.

CMAS ELA Growth: The CMAS ELA Growth trend the last two years for All Students was decreasing and well below state average, then increased last year to the 43rd percentile, approaching the 50th percentile. ELA growth trends for all subgroups mirrors data for All Students.

Spring NWEA Reading Achievement (% of students with achievement at least 40th percentile): Our Spring NWEA Reading Achievement data for all students is low and flat (2023 = 41%, 2024 = 45%, then 2025 = 42%). Less than 50% of our students are above the 40th percentile in NWEA Reading Achievement. Most of our multilingual learners (78%) and students with special education services (89%) are below the 40th percentile in NWEA Reading achievement.

READ Act Data: (% of students with SRD)

	All	1st	2nd	3rd	4th	5th
2023-2024	36%	9%	10%	8%	3%	6%
2024-2025	26%	10%	11%	10%	6%	1%
2025-2026	42%	49%	55%	41%	29%	38%

Pioneer has a high percentage of students with a Significant Reading Deficiency, and the percentage of students classified as SRD has increased significantly. Nearly half of 1st-3rd graders have a significant reading deficiency.

Rationale for Priority Performance Challenge 2 - ELA GROWTH AND ACHIEVEMENT

Given the low growth and achievement of all students and student subgroups, we made the strategic decision to focus this priority performance challenge at the All Students level. Focusing at the All Students level will allow us to build foundational systems designed to accelerate all student toward grade level performance. Additionally, given the early literacy data, we are prioritizing early literacy and an increase in the % of our students at benchmark or above in DIBELS.

CMAS Math (mean scale score/achievement percentile)

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	723/22 state=736	718/12	744/71	723/22	722/20	719/14	726/30	695/1	729/38
2023-2024	720 /17 state=738	720/17	720/17	721/18	715/9	719/14	721/19	6951	727/31
2024-2025	722/20 state=738	723/24	718/12	722/19	724/25	718/12	726/28	702/1	726/29

The CMAS Math achievement trend the last three years for All Students is flat and below state average. Math achievement trends for all subgroups mirrors data for All Students.

Growth: CMAS Math

	All students	FRL	Non-FRL	Minority	Non-Minority	ELD	Non-ELD	IEP	Non-IEP
2022-2023	33.5	34.5	NA	37.5	23	34	33	22	37.5
2023-2024	25.5	28	NA	26	NA	31	23	24.5	26.5
2024-2025	52	49	57	52	NA	50	52.5	NA	53

The CMAS Math Growth trend the last two years for All Students was decreasing and well below state average, but last year our CMAS Math Growth for All Students doubled. CMAS Math Growth trends for all subgroups mirrors data for All Students. All Pioneer subgroups had median growth percentiles comparable or above their statewide subgroup peers.

Spring NWEA Math Achievement (Median achievement percentile): Our Spring NWEA Math Achievement data for all students is low and flat (2023 = 32%, 2024 = 37%, then 2025 = 36%). All students and subgroups have median achievement well below the 50th percentile. This data aligns with state data.

Percent of students below grade level in math as measured by NWEA Spring Achievement: In 2024, 45% of 2nd graders, 54% of 3rd graders, 37% of 4th graders, and 44% of 5th graders were below the 40th percentile in NWEA math achievement. In 2025, 63% of 1st graders, 46% of 2nd graders, 53% of 3rd graders, 52% of 4th graders, and 56% of 5th graders were below the 40th percentile in NWEA math achievement. This data indicates that nearly half of all Pioneer students are below grade level in their math achievement as measured by the NWEA spring assessment.

Rationale for Priority Performance Challenge 1 - MATH GROWTH AND ACHIEVEMENT

Given the low growth and achievement of all students and student subgroups, we made the strategic decision to focus this priority performance challenge at the All Students level. Focusing at the All Students level will allow us to build foundational systems designed to accelerate all student toward grade level performance. We will decrease the percentage of Pioneer students who are below grade level in math.

Growth: ACCESS for ELLs

	All students
2021-2022	56
2022-2023	40
2023-2024	35
2024-2025	52

Growth for English Language Learners was decreasing and below state average, but ACCESS growth increased to the 52nd percentile this past year

Given the significant number of students who are multilingual learners and our inconsistent growth in English language proficiency, we determined that addressing language acquisition was a strategic priority for our school. By improving our ability to support language development, we believe we will see gains in all content areas.

Student Performance Priority: Math Growth & Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

CMAS Math Achievement = 20th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Math Achievement = 50th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Math Achievement = 35th percentile

Interim Measure and Target?

NWEA Math, 35% of students' achievement above the 60th percentile
NWEA Math, 40% of students' achievement above the 60th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

CMAS Math Growth = 52nd percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS Math Growth = 70th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS Math Growth = 65th percentile

Interim Measure and Target?

NWEA Fall 25-Winter25
Median Growth Percentile = 55th percentile
NWEA Fall 25-Spring 26
Median Growth Percentile = 50th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: ELA Growth & Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

CMAS ELA Achievement = 14th percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Achievement = 35th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Achievement = 25th percentile

What is the current performance of this Student Performance Priority?

CMAS ELA Growth = 43rd percentile

What is the 2-year (end of 2026-27) measure and target?

CMAS ELA Growth = 65th percentile

What is the 1-year (end of 2025-26) measure and target?

CMAS ELA Growth = 52nd percentile

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA Reading, 30% of students' achievement is above the 60th percentile
NWEA Reading, 40% of students' achievement is above the 60th percentile

12 / 19 / 2025
05 / 15 / 2026

Interim Measure and Target?

Measurement Dates

Fall 2025 - Winter 2025 Reading NWEA Median Growth Percentile = 60th percentile
Fall 2025 - Spring 2026 Reading NWEA Median Growth Percentile = 60th percentile

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: English language proficiency

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

What is the current performance of this Student

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

Performance Priority?

ACCESS for ELLs Growth = 52nd percentile

What is the 2-year (end of 2026-27) measure and target?

ACCESS for ELLs Growth = 70th percentile

What is the 1-year (end of 2025-26) measure and target?

ACCESS for ELLs Growth = 60th percentile

Interim Measure and Target?

2025 Fall WIDA MODEL Assessment = 75% of students with on-track growth

Measurement Dates

10 / 31 / 2025

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

48% of 1st-3rd grade Pioneer students were at DIBELS benchmark or above in EOY 24-25

What is the 2-year (end of 2026-27) measure and target?

DIBELS = 70% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above at EOY 26-27

What is the 1-year (end of 2025-26) measure and target?

DIBELS = 62% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above at EOY 25-26

What is the current performance of students with a significant reading deficiency (SRD)?

43% of all Pioneer students have been identified with a SRD as measured by EOY 24-25 DIBELS

What is the 2-year (end of 2026-27) measure and target?

DIBELS EOY 26-27 = 25 % of students have been identified with a SRD

What is the 1-year (end of 2025-26) measure and target?

DIBELS EOY 25-26= 35% of students have been identified with a SRD

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS = 55% of 1st-3rd grade Pioneer students will be at DIBELS benchmark or above in MOY 25-26

On what date will the school measure this interim target?

01 / 09 / 2026

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

DIBELS MOY 25-26= 39% of students have been identified with a SRD

On what date will the school measure this interim target?

01 / 09 / 2026

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

Spring NWEA achievement = 54% of Pioneer students below the 40th percentile

What is the 2-year (end of 2026-27) measure and target?

Spring NWEA achievement = 35% of students below 40th percentile

What is the 1-year (end of 2025-26) measure and target?

Spring NWEA achievement = 45% of students below 40th percentile

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

Winter NWEA achievement = 48% of students below 40th percentile

On what date will the school measure this interim target?

01 / 09 / 2026

Root Cause Analysis



Math Growth & Achievement



Need for standards-based planning and lesson internalization

Provide a brief description of this Root Cause.

There is a need to facilitate a planning process that supports teacher teams in understanding which standards are being addressed in upcoming lessons and how they will be assessed. This will allow teachers to align the curriculum-based assessments with standards to inform instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic

review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for improved use of data/assessment in math

Provide a brief description of this Root Cause.

There is a need to diagnose the individual needs of students to inform adjustments to Tier 1 instruction and additional supports to ensure students are moving toward grade level performance.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



ELA Growth & Achievement



Need to increase student time with text that is an instructional match

Provide a brief description of this Root Cause.

There is a need to ensure students are interacting with text that is tailored to their instructional needs and strengths, particularly in small group reading.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be

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Need for standards-based planning and lesson internalization

Provide a brief description of this Root Cause.

There is a need to facilitate a planning process that supports teacher teams in understanding which standards are being addressed in upcoming lessons and how they will be assessed. This will allow teachers to align the curriculum-based assessments with standards to inform instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year.

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Use of data to inform planning and monitor student progress in ELA

Provide a brief description of this Root Cause.

There is a need to diagnose the individual needs of students to inform adjustments to Tier 1 instruction and additional supports to ensure students are moving toward grade level performance.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year.

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English language proficiency



Need to infuse language development across all classrooms and lessons

Provide a brief description of this Root Cause.

There is a need to ensure English language acquisition is supported across all classrooms at Pioneer Elementary School.

Root Cause Category

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Root Cause Selection Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes, and needed to determine if these root causes had changed or been adequately addressed during the 2024-2025 school year. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked small teams of teachers to consider which root causes from the diagnostic review might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing the root causes from the 2024-2025 school year, the root causes should continue into the 2025-2026 school year. Instructional Leadership Team Review & Verification Our next step was to take these root causes to our Instructional Leadership Team and Lead Improvement Team for feedback. We reviewed the process we had used to identify root causes and engaged our Instructional Leadership Team and Lead Improvement Team in facilitated dialogue during which they verified that our prior root causes should be carried over. Diagnostic Review Final Report Verification Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.

Major Improvement Strategies



Infuse Language Development Across Lessons and Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers will demonstrate the ability to effectively use the Talk, Read, Talk, Write strategy in multiple content areas to support English learners' expressive language growth. This strategy will become a hallmark of effective Tier 1 instruction at Pioneer.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to infuse language development across all classrooms and lessons

Describe the evidence/research that supports this Major Improvement Strategy.

Purposeful supports for expressive language boost English learners' oral proficiency, which strongly predicts reading, writing, and overall achievement (August & Shanahan, 2006; National Academies of Sciences, Engineering, and Medicine, 2017). Nancy Motley's Talk Read Talk Write strategically sequences collaborative talk, purposeful reading, dialogic processing, and synthesis writing to activate prior knowledge, build content understanding, strengthen academic language, and deepen retention for students learning English (Motley, 2016).

Frequent, scaffolded opportunities to produce language accelerate academic vocabulary, improving content learning (Gibbons, 2015). This is a high-leverage strategy for Pioneer because it builds upon last year's work on language development and directly addresses the needs of a large portion of our student population.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of teachers will identify specific student assets and needs in expressive language, thereby grounding the implementation of the TRTW strategy in a data-informed, asset-based approach.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Teachers using the Talk, Read, Talk, Write strategy to grow ELs expressive lang.

100% of teachers will use the Talk, Read, Talk, Write strategy at a foundational level to support English Learners' expressive language development	01 / 09 / 2026
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Who will monitor these milestones?

Principal, instructional coach, teachers, lead improvement team

60% of teachers will use the Talk, Read, Talk, Write strategy at an advanced level to support English Learners' expressive language development.	03 / 06 / 2026
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85% of teachers will use the Talk, Read, Talk, Write strategy at an advanced level to support English Learners' expressive language development.	05 / 15 / 2026
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Action Plan

Action Step	Responsible Party	Start Date	End Date
Facilitate collaborative planning sessions with the instructional coach and each teacher, or grade-level team, to support their implementation of the Talk, Read, Talk, Write (TRTW) strategy.	instructional coach	01 / 09 / 2026	03 / 06 / 2026
Train teachers on multicultural communication.	refugee advocate	08 / 04 / 2025	08 / 22 / 2025
Partner with district ELD director to provide targeted support at the school and teacher level	principal, instructional coach, & ELD director	08 / 25 / 2025	05 / 15 / 2026
Facilitate a structured data analysis protocol for grade-level teams to examine the expressive language proficiency data of their English Learners, identifying trends, strengths, and areas for targeted support.	principal, instructional coach	09 / 29 / 2025	10 / 10 / 2025
Provide a goal-setting template for teachers to use to set expressive language goals with NEP and LEP students using Can-Do Descriptors, and involve NEP and LEP students in setting individualized goals for language learning.	principal & ELD director	09 / 29 / 2025	10 / 10 / 2025
Share and review progress on language goals with families at conferences.	teachers	10 / 13 / 2025	10 / 20 / 2025
Provide professional development about the Talk, Read, Talk, Write strategy	ELD Teacher and ELD District Director	11 / 03 / 2025	11 / 14 / 2025
Pilot the Talk, Read, Talk, Write (TRTW) strategy in all classrooms to support English Language Development.	Teachers	11 / 10 / 2025	01 / 09 / 2026
Facilitate structured debrief sessions to gather teacher insights, reflections, and questions following the pilot period.	Principal & instructional coach	11 / 10 / 2025	01 / 09 / 2026
Invite administrator and instructional coach to observe classroom instruction to provide a low-stakes opportunity for teachers to demonstrate their use of the TRTW strategy in a content area of their choice	teachers & principal & instructional coach	01 / 09 / 2026	03 / 06 / 2026
Provide bite-size, actionable feedback for teachers using the TRTW indicators	Principal & instructional coach	01 / 09 / 2026	05 / 15 / 2026
Utilize observational data to inform and guide a targeted professional development session, focusing on the continued refinement and mastery of the TRTW strategy.	principal, instructional coach, and ELD director	01 / 09 / 2026	05 / 15 / 2026
Collect and build an exemplar video-library of Pioneer teachers using the TRTW strategy to help onboard new teachers in future years.		01 / 09 / 2026	05 / 15 / 2026
Collect and build an exemplar video-library of Pioneer teachers using the TRTW strategy to help onboard new teachers in future years.	principal & instructional coach	01 / 09 / 2026	
Invite administrator and instructional coach to observe classroom instruction to provide a low-stakes			

opportunity for teachers to demonstrate their use of the TRTW strategy in a content area different from what was previously observed.

Principal & instructional coach & teachers

01 / 09 / 2026

05 / 15 / 2026

Facilitate collaborative planning sessions, as needed, with instructional coaches to support teachers in their implementation of the Talk, Read, Talk, Write (TRTW) strategy.

instructional coach & teachers

03 / 06 / 2026

05 / 15 / 2026

Engage Instructional Leadership Team and Lead Improvement Team to evaluate progress monthly and quarterly.

principal, ILT, LIT

10 / 10 / 2025

05 / 15 / 2026



Standards-Aligned Instruction and Assessment

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In ELA, we will provide time for facilitated standards-based instructional planning and assessment internalization to ensure grade level expectations are taught and assessed at the appropriate level of depth.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Use of data to inform planning and monitor student progress in ELA

Describe the evidence/research that supports this Major Improvement Strategy.

Research by Ketterlin-Geller et al. (2008) found that curriculum alignment significantly correlates with improved student performance in mathematics. A study by Lane et al. (2004) discusses the role of curriculum alignment in promoting equity in assessment practices. Coburn and Turner (2011) explored how professional development initiatives that emphasize alignment lead to better instructional practices among teachers. Wiggins and McTighe (2005) in "Understanding by Design" emphasize the importance of backward design, which starts with the desired learning outcomes and aligns assessments accordingly. A sound structure that guides teams of teachers in developing tightly aligned units of instruction, focused on alignment between the stated curriculum, taught curriculum, and assessed curriculum, has the potential to significantly improve student performance (Westerberg, 2016). This strategy is a good fit for Pioneer Elementary School because we have a recently adopted new instructional materials in ELA. Our next step is to better understand the connections between the instructional materials and state level standards to inform instruction. We have facilitated PLC time with an instructional coach to work on this collaboratively.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Targeted instruction on key learning objectives & use of standards-aligned assts</p>	100% of teacher teams will align grade level standards and end of unit assessments for their first quarter units.	10 / 10 / 2025
	100% of teacher teams will align grade level standards and end of unit assessments for their second quarter units.	01 / 09 / 2026
<p>Who will monitor these milestones?</p> <p>Principal, instructional coach, teachers, and lead improvement team</p>	100% of teacher teams will align grade level standards and end of unit assessments for their 3rd quarter units.	03 / 06 / 2026
	100% of teacher teams will align grade level standards and end of unit assessments for their 4th quarter units.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Host a quarterly family literacy night.	family engagement committee, principal	10 / 10 / 2025	05 / 22 / 2026
Create or identify a protocol for clarifying which grade-level standards are assessed in end-of-unit assessments, identifying and addressing gaps in depth of knowledge between unit assessments and state standards.	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Create or identify a tool to capture necessary adjustments to instruction (i.e., materials, supports, strategies, etc.)	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Repurpose biweekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal & Instructional Coach	08 / 04 / 2025	10 / 10 / 2025
Identify and implement necessary process adjustments based on feedback from grade level teams and instructional leadership team.	Principal & Instructional Coach & Lead Improvement Team	08 / 11 / 2025	05 / 22 / 2026
Share the plan/protocol/tool for aligning ELA end of unit assessments with grade level expectations in PLC	Principal & Instructional Coach	08 / 18 / 2025	10 / 10 / 2025
Lead grade level teams in a facilitated process to align			

end of unit assessments with grade level expectations from state standards, and address gaps for first quarter units..	Principal & Instructional Coach	08 / 18 / 2025	10 / 10 / 2025
At fall conferences, share new ELA curriculum with parents.	Principal	10 / 13 / 2025	10 / 13 / 2025
Articulate the connection between state standards and the skills developed within each unit's text sets.	Teachers	08 / 25 / 2025	05 / 22 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their second quarter units	Principal & Instructional Coach	10 / 10 / 2025	01 / 09 / 2026
Evaluate alignment between curriculum-based writing rubrics and CDE/CMAS writing rubrics at each grade level	Teachers	10 / 10 / 2025	01 / 09 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their third quarter units	Principal & Instructional Coach	01 / 12 / 2026	03 / 06 / 2026
Lead grade level teams in a facilitated process to align end of unit assessments with grade level expectations from state standards, and address gaps for for their fourth quarter units	Principal & Instructional Coach	03 / 09 / 2026	05 / 22 / 2026
At Fall and Winter family nights, provide specific training for families of students in grades 1-3 on early literacy development and skills to foster at home.	Principal & Instructional Coach	08 / 15 / 2025	03 / 06 / 2026
Engage instructional leadership team and lead improvement team to evaluate progress monthly and quarterly.	principal, ILT, LIT	10 / 10 / 2025	05 / 15 / 2026



Timely, Targeted, and Tiered Support in Math

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In math, we will provide a structured math support block in addition to the core math block. The math support block will meet students where they are and review, preview, and/or extend math concepts aligned to current unit. Teachers and school leaders will understand how to use HQIM aligned to district's scope and sequence to provide timely Tier 2 and Tier 3 interventions. Teachers will become adept at moving students between groups flexibly and promptly.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for improved use of data/assessment in math

Describe the evidence/research that supports this Major Improvement Strategy.

Aligning math interventions with current unit content creates curricular coherence so students practice the same concepts, language, and representations they encounter in core lessons, supporting transfer and reducing extraneous cognitive load (NCTM, 2014; Hattie, 2023). Evidence syntheses recommend explicit, systematic supplemental instruction that is standards- and lesson-aligned, which yields stronger achievement gains than decontextualized remediation (What Works Clearinghouse, 2021). Alignment also tightens formative-assessment and feedback loops between Tier 1 and intervention, enabling quicker data-based adjustments (Fuchs & Fuchs, 2008; NCTM, 2014). This strategy is a good fit for Pioneer because it builds on the foundational work we did last year in aligning our math assessments and instructional materials to standards. It also allows us to leverage our instructional materials (Tier 1, Tier 2, and Tier 3) to create a coherent, systematic approach to supporting students to meet grade level standards. We have facilitated PLC time with a math coach to work on this collaboratively.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?		
Teachers using data to flexibly move students to tiered math support groups	100% of teachers will understand the role of standards-aligned data & HQIM to provide timely, tiered, & targeted math support	10 / 10 / 2025
Who will monitor these milestones?		
Principal, instructional coach, lead improvement team	60% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support.	01 / 09 / 2026
	80% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support	03 / 06 / 2026
	100% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Designate bi-weekly PLC meeting times for data analysis and reflection	Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Create a protocol for unit assessment data meetings and articulate expectations for team reflection.	Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Develop a Common Formative Assessment system (what to use for CFAs, when to use them, and how to collect and store data)	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Create a system to use data to design flexible, differentiated math intervention groups that target students' specific needs.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Identify Tier 2 & 3 instructional materials, and train staff on how to use these materials to support math intervention groups.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
Use NWEA cut scores to determine the intervention with the appropriate time and intensity for individual students	Teachers, Instructional Coach and Principal	08 / 04 / 2025	10 / 10 / 2025
At the beginning of each unit, review the unit's prerequisite skills during math WIN time.	Teachers	08 / 04 / 2025	05 / 22 / 2026
Use NWEA scores to determine effectiveness of Tier 3 support.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Use data to identify teacher and para support for Tier 3.	Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Analyze unit assessment data to determine topics for review, reteach, or extension.	Teachers, Instructional Coach and Principal	08 / 04 / 2025	05 / 22 / 2026
Use PLC time for bi-weekly examination of student work/Common Formative Assessment tied to key standards to determine Tier 2 support needs of students.	Teachers, Instructional Coach and Principal	08 / 18 / 2025	05 / 22 / 2026
Evaluate effectiveness of the system of tiered supports and aligned use of instructional materials, and adjust based on findings.	Teachers, Instructional Coach and Principal	10 / 13 / 2025	01 / 09 / 2026
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	01 / 12 / 2026	03 / 06 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	01 / 12 / 2026	03 / 06 / 2026

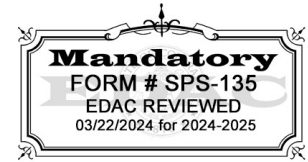
Reground in agreed upon lesson components for Tier 1.	Teachers, Instructional Coach and Principal	03 / 09 / 2026	05 / 22 / 2026
Provide targeted feedback to teachers in the implementation of agreed upon lesson components for Tier 1.	Instructional Coach and Principal	03 / 09 / 2026	05 / 22 / 2026
Provide tailored Tier 2 support using review of prerequisite skills, extension, reteach, and intervention activities aligned to the scope and sequence.	Teachers	08 / 18 / 2025	05 / 27 / 2026
Adjust Tier 2 groups as needed to ensure all students demonstrate proficiency on key standards.	Teachers, Instructional Coach and Principal	08 / 18 / 2025	05 / 27 / 2026
Engage instructional leadership team and lead improvement team to evaluate progress monthly and quarterly.	Principal, ILT, LIT	10 / 10 / 2025	05 / 15 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - READ Act: K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V2 Pioneer Elementary School UIP 2025-26.pdf
- Final_~V1 Pioneer Elementary School UIP 2025-26.pdf
- 2405 - Fort Morgan Re-3 - 6954 - Pioneer Elementary School_2025-26 ESSA School Profile



Executive Summary

School Information

School Name

Fort Morgan Middle School

Grades Served

NA

Phone

9708678253

District Name

Fort Morgan Re-3

Website

<http://www.morgan.k12.co.us>

Description

Fort Morgan Middle School sits near the heart of northeastern Colorado in the city of Fort Morgan — a small, agricultural community east of the Front Range and northwest of the Denver metro area. The school's campus is located at 605 Education Avenue and functions as the lone middle school for Morgan County School District Re-3, serving as a bridge between Fort Morgan's elementary schools and Fort Morgan High School.

A three-grade, 6–8 middle school, Fort Morgan Middle serves roughly 700 - 750 students and is organized into teams and grade pods that emphasize a true middle-school program (academic pods, elective wings, and shared community spaces). Enrollment counts and grade distributions reported for recent school years align with an overall student body in the 700s.

The school community is culturally and linguistically diverse. A clear majority of students identify as Hispanic/Latino (commonly reported in sources as about two-thirds of the student body), with White students forming the next largest group; other racial and ethnic groups make up smaller percentages of the population. A substantial portion of students qualify for free or

reduced-price meals, and the school supports a notable population of English Learners (ELLs) — CDE reports an EL indicator in the high teens by percent — so bilingual supports, ACCESS testing, and CLD (culturally and linguistically diverse) programming are important parts of the school's services.

Academically and programmatically, Fort Morgan Middle offers the typical mix of middle-school core courses (math, science, language arts, social studies) plus electives such as music, STEM, art, PE, and exploratory career pathways; the building itself was designed with modern learning spaces, STEM labs, and multipurpose areas to support both school and community use. The school and district also publish resources for families about ELL programming and ACCESS score interpretation to help support students whose home language is not English.

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Increase Overall ELA achievement*



- Lesson design is not collaborative and aligned to Colorado ELA Standards



- Strategic grade level Co-Planning

- *Increase Math Achievement*



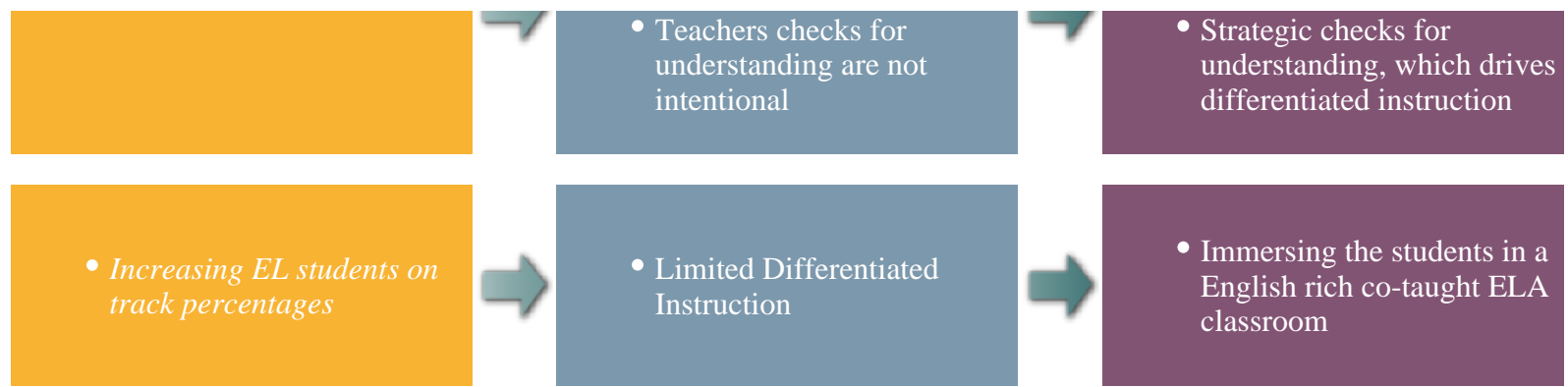
- Teachers checks for understanding are not intentional



- Strategic checks for understanding, which drives differentiated instruction

- *Increase students Math growth*





Student Performance Priorities

Student Performance Priority Summary

• 1. English Language Arts (ELA) Achievement

Priority Performance Challenge:

Fort Morgan Middle School students are performing **below the state average in ELA achievement**, as measured by CMAS. Too few students are meeting or exceeding grade-level expectations in reading and writing, and **student data has flatlined over the last three years** with minimal improvement.

2. Math Achievement

Priority Performance Challenge:

Math achievement scores are **below the state average**, indicating that a significant portion of students are not meeting grade-level standards in mathematics. **Student performance data has remained flat over the last three years**, showing little to no growth in overall achievement.

3. Math Growth

Priority Performance Challenge:

Student academic **growth in mathematics is below the state median growth percentile**, suggesting that students are not making sufficient yearly progress to close achievement gaps. **Student growth data has flatlined over the last three years**, showing limited evidence of progress.

4. English Language Learners (ELL) Growth and Language Proficiency

Priority Performance Challenge:

English Language Learners are **below the state average in academic growth and language proficiency progress**, with many students not on track to meet English language proficiency targets within expected time frames. **ELL**

growth data has flatlined over the last three years, indicating a need for more intensive and consistent language development supports.

Student Performance Priority: Increase Overall ELA achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 6 7 7 8 8

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School Student ELA Performance average is a score of 729.4, state average is 729.

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle School 2 year goal is to have students score average to be 730 or higher.

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School 1 year goal is to have students score average be a 728.

Interim Measure and Target?

Students will take the NWEA test in the Winter to track one year achievement progress. Teachers will be able to compile data to project achievement results.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increase Math Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 7 8

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School overall achievement average is a score of 715.3, compared to a state average of 731.2

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle School's 2 year goal is an average score of 732, meeting state standards

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School's 1 year goal is to score an average score of 720. This score would have Fort Morgan Middle School score fall in the approaching category.

Interim Measure and Target?

Students will take the NWEA winter test to monitor achievement levels.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increase students Math growth

Student Performance Priority Category

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

6 7 8

What is the current performance of this Student Performance Priority?

Students Growth percentile is at 39%. This falls in the approaching category for CMAS and 11 percentile below state average.

What is the 2-year (end of 2026-27) measure and target?

Fort Morgan Middle Schools goal is to be above the 50 %tile in math growth.

What is the 1-year (end of 2025-26) measure and target?

Fort Morgan Middle School goal is to be above the 50 %tile in math growth.

Interim Measure and Target?

NWEA winter will show how students are growing in math.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: Increasing EL students on track percentages

Student Performance Priority Category

English Language Development

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student

What grade(s) is this Student Performance Priority focused

Population." If targeted student group is not listed, choose "Other" to specify.)

English Learners/Multi-Language Learners

8

on? (Choose all that apply OR select "All Grades Served")

What is the current performance of this Student Performance Priority?

Fort Morgan Middle School

What is the 2-year (end of 2026-27) measure and target?

55 % of Fort Morgan Middle School ELD students will remain or exceed their on track language development.

What is the 1-year (end of 2025-26) measure and target?

50 % of Fort Morgan Middle School ELD students will remain or exceed their on track language development.

Interim Measure and Target?

Teachers will analyze Literacy Common assessments and compare growth.

Measurement Dates

01 / 09 / 2026

Root Cause Analysis



Increase Overall ELA achievement



Lesson design is not collaborative and aligned to Colorado ELA Standards

Provide a brief description of this Root Cause.

Teachers have not consistently aligned daily lessons and instructional activities to the Colorado Academic Standards. This misalignment is due to limited collaboration time dedicated to unpacking the standards, identifying priority content, and designing standards-based lessons and assessments. As a result, instruction sometimes focuses more on curriculum resources or teacher preference rather than the depth, rigor, and progression of the standards. Inconsistent use of common planning tools and a lack of ongoing monitoring and feedback have also contributed to uneven implementation across grade levels and content areas

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was identified through an analysis of student performance data and instructional practices across grade levels. Data showed that teams who regularly collaborate to plan lessons with the Colorado Academic Standards in mind consistently demonstrate higher levels of student achievement and growth. These teams use standards-based planning to ensure alignment in instruction, assessment, and expectations for student learning. In contrast, grade levels that plan independently or without a clear focus on standards show less consistent instructional alignment and lower performance outcomes. This evidence supports the conclusion that intentional, collaborative planning around state standards is a key factor in improving student achievement.



Increase Math Achievement



Teachers checks for understanding are not intentional

Provide a brief description of this Root Cause.

Math teachers' checks for understanding are not intentional or systematically embedded within lessons. This occurs because there is limited training and support on how to design and implement effective formative assessment strategies that provide real-time insight into student learning. Teachers often rely on informal observations or end-of-lesson assessments rather than planned, standards-aligned checks that guide instructional adjustments during instruction.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of student data and observations from the after-school help program. Data indicated that many students struggled to demonstrate understanding of key math concepts, even after receiving additional support. During after-school sessions, teachers observed that students often lacked foundational knowledge and were unable to apply strategies taught during regular instruction. This pattern suggested that classroom checks for understanding were not effectively identifying misconceptions in real time, allowing learning gaps to persist. These findings reinforced the need for more intentional and systematic formative assessment practices during daily instruction to better monitor student learning and address misunderstandings before they become barriers to progress.



Increase students Math growth



Teachers checks for understanding are not intentional

Provide a brief description of this Root Cause.

Math teachers' checks for understanding are not intentional or systematically embedded within lessons. This occurs because there is limited training and support on how to design and implement effective formative assessment strategies that provide real-time insight into student learning. Teachers often rely on informal observations or end-of-lesson assessments rather than planned, standards-aligned checks that guide instructional adjustments during instruction.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of student data and observations from the after-school help program. Data indicated that many students struggled to demonstrate understanding of key math concepts, even after receiving additional support. During after-school sessions, teachers observed that students often lacked foundational knowledge and were unable to apply strategies taught during regular instruction. This pattern suggested that classroom checks for understanding were not effectively identifying misconceptions in real time, allowing learning gaps to persist. These findings reinforced the need for more intentional and systematic formative assessment practices during daily instruction to better monitor student learning and address misunderstandings before they become barriers to progress.



Increasing EL students on track percentages



Limited Differentiated Instruction

Provide a brief description of this Root Cause.

Differentiated instruction for English Language Learners (ELLs) is limited because teachers face challenges addressing the wide range of English proficiency levels within their classrooms—from students with no English proficiency to those approaching full proficiency. Instructional plans often rely on whole-group strategies that do not adequately meet the diverse linguistic and academic needs of all learners. Contributing factors include limited professional development in language acquisition strategies, inconsistent use of language proficiency data to guide instruction, and a lack of structured planning time for teachers to design tiered supports and scaffolds. As a result, ELL students do not consistently receive instruction tailored to their language development needs, impacting their access to grade-level content and overall academic growth.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

The root cause was selected based on analysis of ACCESS data, which showed that Fort Morgan Middle School's English Language Learners (ELLs) are performing below the state average in staying on track toward English proficiency. Despite various supports in place, a significant number of students are not making the expected yearly growth in language development. Classroom observations and data reviews revealed that instruction is not consistently differentiated to match the wide range of English proficiency levels among students. This lack of targeted language instruction and intentional scaffolding limits opportunities for students to develop academic language skills needed to progress toward proficiency. These findings indicate that improving intentional differentiation and language-focused instructional practices is essential to help ELL students make adequate progress toward English proficiency.

Major Improvement Strategies



Strategic grade level Co- Planning

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

The English Language Arts (ELA) department will be focusing on strengthening collaboration by intentionally unpacking the Colorado Academic Standards to design lessons that ensure alignment and address identified priority areas. Through regular team planning sessions, teachers analyze the standards to clarify learning expectations, determine the depth of knowledge required, and identify essential skills and concepts students must master. This collaborative process allows teachers to develop lessons and assessments that are consistent, standards-based, and focused on key priorities such as reading comprehension, writing, and language development. By aligning instruction to the state standards and using shared planning tools, the ELA department aims to provide all students with rigorous, coherent instruction that supports both academic achievement and growth across grade levels.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Lesson design is not collaborative and aligned to Colorado ELA Standards

Describe the evidence/research that supports this Major Improvement Strategy.

Research strongly supports the strategy of collaborative planning and unpacking standards as an effective approach to improving instructional quality and student achievement. Studies show that when teachers work together to deeply understand academic standards and design aligned lessons, student learning outcomes increase because instruction becomes more focused, coherent, and rigorous. According to the National Institute for Excellence in Teaching (NIET) and Learning Forward, collaborative professional learning communities (PLCs) that emphasize standards-based planning lead to greater instructional consistency and improved student performance. Additionally, research from Marzano (2003) and DuFour & Eaker (1998) highlights that teams who analyze standards and design lessons together are more likely to implement high-quality instruction that targets essential skills and addresses learning gaps. This evidence supports the Major Improvement Strategy by showing that intentional collaboration around unpacking the Colorado Academic Standards strengthens instructional alignment and ensures that classroom lessons directly support identified student achievement priorities.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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What improvement do you expect to see in adult behaviors or school systems?

Grade Level content partner teachers planning together

Who will monitor these milestones?

Teachers, Coaches, Administration

Teachers are regularly collaborating to plan lessons using the Colorado ELA Standards as a guide. As a result of this coordinated planning, lessons being delivered across classrooms demonstrate consistent structure, rigor, and alignment to the standards. Students experience similar learning objectives, instructional strategies, and expectations regardless of their teacher, ensuring coherence in instruction and a shared focus on priority standards. This milestone reflects a strengthened culture of collaboration, intentional planning, and standards-based instruction within the ELA department.	11 / 11 / 2025
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Action Plan

Action Step	Responsible Party	Start Date	End Date
Coaches setup structure for co-planning	Coaches	10 / 28 / 2025	10 / 30 / 2025
Teachers start co-planning with alignment to standards	ELA Teachers	10 / 28 / 2025	05 / 22 / 2026
Administration attends co-planning session	Administration	11 / 18 / 2025	05 / 22 / 2026



Strategic checks for understanding, which drives differentiated instruction

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Teachers will develop intentional checkpoints throughout their lessons to effectively monitor student understanding of key concepts and skills. These formative assessments will be strategically embedded during instruction to provide real-time data on student learning. Using this information, teachers will identify patterns of misunderstanding and strategically group students based on their needs. This approach will allow for targeted, differentiated instruction that addresses misconceptions promptly and provides appropriate levels of support or enrichment. By using intentional checkpoints and flexible grouping, teachers can ensure that instruction is responsive, equitable, and aligned with learning goals, ultimately improving student mastery and overall academic growth.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Teachers checks for understanding are not intentional

Describe the evidence/research that supports this Major Improvement Strategy.

Research supports the use of intentional checkpoints and data-driven grouping as a powerful strategy for improving student learning. Formative assessment practices, when purposefully embedded into lessons, provide immediate feedback that allows teachers to identify misconceptions and adjust instruction in real time. According to Black and Wiliam (1998), effective formative assessment significantly increases student achievement because it guides both teaching and learning. Additionally, studies on differentiated instruction, such as those by Tomlinson (2014), show that strategically grouping students based on their understanding enables teachers to tailor instruction to meet diverse needs, accelerating growth for struggling learners while providing enrichment for advanced students. Research also indicates that when teachers systematically use assessment data to inform instruction, student engagement, motivation, and mastery of content improve, making this approach a highly evidence-based strategy for raising academic outcomes.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone Date

What improvement do you expect to see in adult behaviors or school systems?

Math Department Teachers meeting to plan intentional check for understanding.

Who will monitor these milestones?

Teachers, Coaches, Admin

The Math department will hold regular collaborative planning sessions to design intentional checkpoints for understanding within their lessons. During these meetings, teachers will identify key points in instruction to assess student comprehension and plan strategies for addressing misconceptions. Once implemented in the classroom, teachers will use the data from these checkpoints to adjust instruction in real time, providing targeted support or enrichment as needed. This process ensures that teaching is responsive to student learning, promotes mastery of standards, and fosters consistent instructional practices across the department.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Develop time for math department meetings	Admin	10 / 22 / 2025	10 / 22 / 2025
Teachers begin the process of building in intentional checks for understanding into each of their lessons. Teachers have a plan to address the misconceptions of students	Teacher	10 / 28 / 2025	05 / 22 / 2026
Teachers will have Intentional checks for understanding in all lessons	Teacher	11 / 18 / 2025	05 / 22 / 2026



Immersing the students in a English rich co-taught ELA classroom

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level English class co-taught by a content English teacher and an English Language (EL) teacher. This co-teaching model creates an English-rich learning environment where students are fully engaged with grade-level content while receiving targeted language support. The EL teacher will provide scaffolding, modeling, and language development strategies to ensure students can access complex texts, participate in discussions, and complete assignments successfully. By integrating language support directly into the core curriculum, students receive consistent exposure to academic English in meaningful contexts, promoting both language growth and mastery of grade-level standards. This approach ensures that ELL students are supported in reaching proficiency while remaining fully included in rigorous, standards-aligned instruction.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Limited Differentiated Instruction

Describe the evidence/research that supports this Major Improvement Strategy.

Research supports co-teaching models and integrated language support as highly effective strategies for advancing English Language Learners (ELLs) toward proficiency while engaging with grade-level content. Studies by Friend and Cook (2017) and Murawski & Swanson (2001) demonstrate that co-teaching, particularly with content and language specialists, allows for simultaneous instruction in academic content and language development, improving both comprehension and engagement. Additionally, research from Short & Fitzsimmons (2007) highlights that ELL students benefit from English-rich environments where scaffolds—such as modeling, visual supports, and structured interaction—help them access complex texts and participate meaningfully in classroom discourse. Evidence also shows that integrating language instruction into content classes, rather than isolating language learning, promotes faster acquisition of academic English, increases student confidence, and supports mastery of grade-level standards. This research validates the strategy of co-taught, scaffolded instruction as an effective approach for helping ELL students reach proficiency.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level ELA literacy class co-taught by an English teacher and an ELL teacher. In this co-taught setting, students will have access to grade-level content while receiving targeted language support through scaffolding, modeling, and guided practice. The collaboration between the ELA and ELL teachers ensures that lessons are both	10 / 28 / 2025

What improvement do you expect to see in adult behaviors or school systems?

ELL and Literacy teacher will start co-teaching with ELL students as the focus.

Who will monitor these milestones?

Admin

ELL students who have reached the Limited English Proficiency level will be enrolled in a grade-level ELA literacy class co-taught by an English teacher and an ELL teacher. In this co-taught setting, students will have access to grade-level content while receiving targeted language support through scaffolding, modeling, and guided practice. The collaboration between the ELA and ELL teachers ensures that lessons are both

10 / 28 / 2025

academically rigorous and linguistically accessible, allowing students to develop English proficiency while mastering essential literacy skills. This milestone reflects a commitment to providing equitable, standards-aligned instruction that meets the diverse needs of all learners.



Action Plan

Action Step	Responsible Party	Start Date	End Date
ELL teacher and Literacy teachers begin the co-taught process	Teachers	10 / 22 / 2025	
Students enroll in Literacy class, 8th grade	Administration	10 / 29 / 2025	

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V1 Fort Morgan Middle School UIP 2025-26.pdf



Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan High School	NA	9708675648
District Name	Website	Description
Fort Morgan Re-3	http://www.morgan.k12.co.us	

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Math Growth and Achievement*

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support
- Need for spiraled content and use of assessment data in math

- Implement Workshop Model Schoolwide Starting with Early Adopters
- Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines
- Implement Integrated, Standards-based Content and Aligned Assessments in Math

- *Evidence Based Reading and Writing Growth and Achievement*

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support
- Need to use data to inform instructional practices and supports

- Implement Workshop Model Schoolwide Starting with Early Adopters
- Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines
- Use Common Formative Data to Inform Instructional Planning and Support

- *Dropout Rate*

- Need for spiraled content and use of assessment data in math
- Need to use data to inform instructional practices and supports

- Implement Integrated, Standards-based Content and Aligned Assessments in Math
- Use Common Formative Data to Inform Instructional Planning and Support

Student Performance Priorities

Student Performance Priority Summary

- **CURRENT PERFORMANCE TABLES FOR Evidence-Based Reading and Writing**

Given our school's low performance in EBRW, we have selected growth achievement in EBRW as a student performance priority.

ELA Achievement: PSAT/SAT EBRW

	All students	FRL	Minority	ELD	IEP
2022-2023	417.6	400.6	407.6	367.7	348.3
2023-2024	412.6	392.9	397.8	315.8	310
2024-2025	425.3	412.7	411.1	326.9	346.5

Analysis:

ELA achievement on the PSAT/SAT EBRW showed a decline from 417.6 in 2023 to 412.6 in 2024, but rebounded in 2025 to 425.3, surpassing the 2023 level. FRL students improved steadily from 392.9 in 2024 to 412.7 in 2025, closing the gap with non-FRL peers. Minority students also demonstrated growth, rising from 397.8 in 2024 to 411.1 in 2025. While ELD and IEP students remain well below overall averages, both subgroups showed increases from 2024 to 2025 after experiencing steep declines the prior year. These data suggest positive momentum in achievement recovery, though targeted supports are still needed for ELD and IEP populations.

ELA Growth: PSAT/SAT EBRW

	All students	FRL	Minority	ELD	IEP
2022-2023	34%	34%	33.5%	40%	NA
2023-2024	34%	30%	29%	16.5%	17%
2024-2025	43%	42.5%	43%	38%	47%

Analysis: ELA growth on the PSAT/SAT EBRW remained flat at 34% from 2022–2024, but increased significantly to 43% in 2025. FRL students improved from 30% in 2024 to 42.5% in 2025, nearly eliminating the gap with non-FRL peers. Minority students also made strong gains, rising from 29% in 2024 to 43% in 2025. ELD and IEP subgroups, which were well below expectations in 2024 (16.5% and 17% respectively), showed major improvement in 2025, reaching 38% for ELD and 47% for IEP students. These trends reflect substantial growth across all student groups, especially among historically underserved populations.

ELA Achievement: NWEA ELA (% of students at grade level)

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	57%	22%	20%

Analysis: We just started using NWEA last year to help better understand of how students were performing. Achievement gaps exist between All Students, ELD Students, and Students with IEPs.

ELA Growth: NWEA ELA (% of students on track to make growth goals or who made growth goals)

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	68%	61%	58%

Analysis: We just started using NWEA last year to help better understand of how students were performing. Growth gaps exist between All Students, ELD Students, and Students with IEPs.

CURRENT PERFORMANCE TABLES FOR MATH

Given our school's low performance in Math, we have selected growth achievement in Math as a student performance priority.

Math Achievement: PSAT/SAT Math

	All students	FRL	Minority	ELD	IEP
2022-2023	402.4	391.2	395.7	373.5	351.3
2023-2024	390.2	374.6	381.2	322	296.7
2024-2025	396.2	392.1	385.9	324.7	300.3

Analysis: Math achievement data over the past three years show fluctuations across all student groups. Overall performance decreased from 2022–2023 to 2023–2024 but rebounded slightly in 2024–2025, with the all-student average increasing from 390.2 to 396.2. Students qualifying for Free/Reduced Lunch (FRL) and those identified as Minority groups also demonstrated modest gains after prior declines. However, English Language Development (ELD) and Individualized Education Program (IEP) students continue to perform significantly below other groups, with only minimal improvement from the previous year. Continued targeted interventions and instructional support are needed to close these persistent achievement gaps.

Math Growth: PSAT/SAT Math

	All students	FRL	Minority	ELD	IEP
2022-2023	37%	40%	39%	39%	36%
2023-2024	34%	30%	29%	16.5%	17%
2024-2025	41%	41%	40%	33%	26%

Analysis: Math growth data indicates notable improvement in 2024–2025 following a significant decline in the previous year. The percentage of students demonstrating growth increased from 34% to 41% overall, with similar gains seen among FRL and Minority students. ELD and IEP groups, while still performing below other subgroups, also showed meaningful recovery from their 2023–2024 lows. These upward trends suggest that recent instructional and intervention efforts are having a positive impact, though continued focus is needed to further accelerate growth for ELD and IEP students.

Student Performance Priority: Math Growth and Achievement

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

FMHS is at the 41st MGP for PSAT/SAT math growth

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 50th MGP on PSAT/SAT for Math

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 45th MGP on PSAT/SAT for Math

Interim Measure and Target?

NWEA 42nd MGP in Math on NWEA
NWEA 47th MGP in Math on NWEA

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

FMHS is at the 21st percentile in the state on PSAT for math achievement

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 30th percentile in the state on PSAT for Math

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 25th percentile in the state on PSAT for Math

Interim Measure and Target?

NWEA 35% of students will perform at or above the 61st percentile in Math
NWEA 40% of students will perform at or above the 61st percentile in Math

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

Student Performance Priority: Evidence Based Reading and Writing Growth and Achievement

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

FMHS is at the 43rd MGP on SAT for EBRW growth

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 55th MGP on PSAT/SAT for EBRW

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 50th MGP on PSAT/SAT for EBRW

Interim Measure and Target?

NWEA MGP will be 37th percentile
NWEA MGP will be 42th percentile

Measurement Dates

12 / 19 / 2025
05 / 15 / 2026

What is the current performance of this Student Performance Priority?

FMHS is at the 23rd percentile in the state on PSAT for EBRW achievement

What is the 2-year (end of 2026-27) measure and target?

By May 2027, FMHS will be at the 35th percentile in the

Interim Measure and Target?

Measurement Dates

12 / 19 / 2025

state on PSAT for EBRW

What is the 1-year (end of 2025-26) measure and target?

By May 2026, FMHS will be at the 28th percentile in the state on PSAT for EBRW

NWEA 40% of students will perform at or above the 61st percentile
NWEA 45% of students will perform at or above the 61st percentile

05 / 15 / 2026

Student Performance Priority: Dropout Rate

Student Performance Priority Category

Dropout Rate

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

12

What is the current performance of this Student Performance Priority?

FMHS dropout rate is 2.2%

What is the 2-year (end of 2026-27) measure and target?

By May, 2027 the dropout rate at FMHS will be 1.5%

What is the 1-year (end of 2025-26) measure and target?

By May, 2026 the dropout rate at FMHS will be 2%

Interim Measure and Target?

90% of Students on Track to Graduate based on Credit Accumulation

Measurement Dates

12 / 19 / 2025

Math Acceleration Targets

What is the current performance of students below grade level or struggling in math?

60% of students are below the 40th percentile on NWEA in math

What is the 2-year (end of 2026-27) measure and target?

45% of students will be below the 40th percentile on NWEA in math

What is the 1-year (end of 2025-26) measure and target?

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

NWEA 55% of students will be performing at or below the 40th percentile in math
NWEA 50% of students will be performing at or below the 40th percentile in math

On what date will the school measure this interim target?

12 / 19 / 2025
05 / 15 / 2026

50% of students will be below the 40th percentile on NWEA in math

Root Cause Analysis



Math Growth and Achievement



Need to prioritize instructional leadership

Provide a brief description of this Root Cause.

There is a need to leverage shared instructional leadership focused on school-level priorities and continuous improvement of instruction.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Need for focused professional development and follow-up support

Provide a brief description of this Root Cause.

There is a need for high-quality professional development and ongoing support for teachers in implementing key practices.

Root Cause Category

Teacher Development

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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Need for spiraled content and use of assessment data in math

Provide a brief description of this Root Cause.

We need to spiral math content differently in response to student learning needs and use assessment to inform math instruction.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Because our school had a diagnostic review in the spring of 2024, we had a number of potential systems-level causes for our school's performance that were likely root causes. Once we identified our school's priority performance challenges, we engaged all teaching staff in a facilitated root cause analysis process to determine whether our root causes from the 2024-2025 school year had been fully resolved and whether additional root causes had surfaced. Using a protocol, small groups were asked to consider root causes from the final report and/or identify root causes that were not identified through the diagnostic review. For each priority performance challenge, teams shared 2-3 root causes they identified. The root causes staff identified in the spring of 2024 were the same root causes identified in the spring of 2025. Because the root causes selected by staff were uncovered through the diagnostic review process, we were able to verify the root causes by referring back to the diagnostic review final report.



Evidence Based Reading and Writing Growth and Achievement



Need to prioritize instructional leadership

Provide a brief description of this Root Cause.

There is a need to leverage shared instructional leadership focused on school-level priorities and continuous improvement of instruction.

Root Cause Category

Instruction

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Need to use data to inform instructional practices and supports

Provide a brief description of this Root Cause.

We need to improve data analysis practices and use data to identify high-leverage instructional practices and supports for students.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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Dropout Rate



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Major Improvement Strategies



Use Common Formative Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

In ELA, Social Studies, and Science, we will create standards-aligned units and common, standards-aligned assessments. We will use data from common, standards-aligned assessments to inform instructional practice and student supports.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to use data to inform instructional practices and supports

Describe the evidence/research that supports this Major Improvement Strategy.

According to Paul Bambrick-Santoyo, when conducted properly, using data to inform teaching practice is one of the most effective ways to help students achieve success. Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." This work is an important priority for our school because we are actively developing a data culture and now have access to nationally

normed data (NWEA). We also have supervisory structures in place that will allow each of our administrators to oversee the work of one core content department, including their work in data teams. This strategy dovetails with our strategy focused on implementing the Workshop Model.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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What improvement do you expect to see in adult behaviors or school systems?

Departments using common assessments to guide instruction.

Who will monitor these milestones?

Admin, Lead Improvement Team, Instructional Leadership Team

100% of teachers in ELA, SS, and Science department teams will use the “What, So What, Now What” protocol to analyze and reflect on student data for two units of instruction.	10 / 10 / 2025
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100% of teachers in ELA, SS, and Science departments will identify targeted strategies to address gaps in learning.	01 / 09 / 2026
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100% of ELA, SS, and Science data teams will use student work to assess whether strategies have been effective.	03 / 06 / 2026
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100% of ELA, SS, and Science data teams will have developed a strategy toolkit to be used the following year.	05 / 15 / 2026
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Action Plan

Action Step

Responsible Party

Start Date

End Date

1. Repurpose teacher collaboration time in ELA, Social Studies and Science to create standards-aligned formative assessments for each unit of instruction.	Admin team	08 / 15 / 2025	10 / 10 / 2025
2. Create or find a protocol to guide each team in creating standards-aligned formative assessments for each unit of instruction.	Admin team, ONWARD Ed Consulting	08 / 15 / 2025	10 / 10 / 2025
3. Create standards-aligned formative assessments for the first quarter during teacher collaboration time using the protocol.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
4. Evaluate/revise/reorganize unit content to align with the standards-aligned formative assessments.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
5. Identify mid-point standards-aligned student work to examine to predict student success on upcoming standards-aligned assessment and identify high-leverage supports for students.	Admin team, department teams	08 / 15 / 2025	10 / 10 / 2025
6. Engage in cycles of student-centered coaching to implement and refine high-leverage instructional supports based on student work samples.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
7. Use follow-up student work samples to determine whether high-leverage instructional strategies have been effective.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
8. Administer standards-aligned formative assessments.	Department teams	08 / 15 / 2025	10 / 10 / 2025
9. Analyze student results using the “What, So What, Now What” protocol or a similar protocol adopted by each collaborative teacher team.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
10. Identify instructional next steps based on results of analysis of student results.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
11. Capture the most effective instructional strategies for the units and determine how they should be used as Tier 1 instructional strategies moving forward.	Admin team, department teams, instructional coach	08 / 15 / 2025	10 / 10 / 2025
12. Create a tool to capture teacher feedback on the effectiveness of collaborative structures and adjust structures based on feedback.	Admin team, ONWARD Ed Consulting	08 / 15 / 2025	10 / 10 / 2025
13. Repeat steps 3-12 for second quarter assessments with an emphasis on 1) identifying targeted strategies to address gaps in learning and 2) student-centered coaching as a support.	Admin, data teams, instructional coach	10 / 13 / 2025	01 / 09 / 2026
14. Repeat steps 3-13 for third quarter assessment with an emphasis on using student work to evaluate effectiveness of strategies.	Admin, data teams, instructional coach	01 / 12 / 2026	03 / 06 / 2026
15. Repeat steps 3-14 for fourth quarter assessment.	Admin, data teams, instructional coach	03 / 09 / 2026	05 / 15 / 2026
16. Create a reflective process for collaborative teacher teams to reflect on the effective instructional strategies	Admin team, ONWARD	03 / 09 / 2026	05 / 15 / 2026

they've captured during the course of the year and create a strategy toolkit to use as a starting point for Tier 1 instruction 2026-2027.

Education Consulting

17. Allocate time for teacher teams to share their toolkits, summarize the data that led to the identification of strategies for the toolkit, and a snapshot of how the strategies were used.

Admin team

03 / 09 / 2026

05 / 15 / 2026



Implement Workshop Model Schoolwide Starting with Early Adopters

Major Improvement Strategy Category

Research-based Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies with a focus on attracting and developing early adopters over the course of the year to continue to build authentic engagement from teachers in implementing these key approaches.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership
- Need for focused professional development and follow-up support

Describe the evidence/research that supports this Major Improvement Strategy.

The workshop model equips secondary classrooms with a flexible, student-centered structure that fosters rigor, differentiation, and agency (Fullan, 2014; Hattie, 2012; Darling-Hammond et al., 2020). Early adopters are essential to the spread of new practices because they act as opinion leaders and trusted models for their peers. When they embrace a new practice, they reduce uncertainty for others, demonstrate its relative advantage, and provide observable results in real classrooms, accelerating adoption (Basileo and Lyons, 2024). Supporting early adopters in implementing the Workshop Model is a good fit at FMHS for several reasons. We have four staff trained in the Workshop Model and Thinking Strategies. We have 16 early adopters who are interested in implementing this model in their classrooms this year. By highlighting and supporting the work of early adopters, we will build authentic buy-in and momentum for this instructional approach.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?	100% of early adopters will implement at least 1 workshop model lesson.	10 / 10 / 2025
Teachers will use the workshop model to provide engaging, rigorous instruction.	100% of early adopters and newly trained staff (math) will implement workshop model lessons once a week.	01 / 09 / 2026
Who will monitor these milestones?	100% of data teams will implement at least 2 Thinking Strategies and determine their impact on student learning through analysis of student work and CFAs.	03 / 06 / 2026
Admin, Lead Improvement Team, Instructional Leadership Team	100% of data teams will implement at least 2 additional Thinking Strategies (total of 4) and determine their impact on student learning through analysis of student work and CFAs.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create and communicate a menu of supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching. Communicate procedures for accessing supports. Reallocate funds for stipends where necessary.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
2. Use September 29 pm flex time for micro-PD and co-planning for early adopters facilitated by lead teachers.	Admin	08 / 15 / 2025	10 / 10 / 2025
3. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	08 / 15 / 2025	10 / 10 / 2025
4. Adjust supports based on feedback from early adopters.	Admin, LIT, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
5. Use November 10 for differentiated PD for all staff on the workshop model that allows early adopters to receive advanced training. Focus on Thinking Strategies with early adopters so they can lead data team work for next cycle.	Admin, LIT, Lead Adopters	10 / 13 / 2025	01 / 09 / 2026

6. Send 2 math teachers to Minds on Math PEBC training.	Admin	10 / 13 / 2025	01 / 09 / 2026
7. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin	10 / 13 / 2025	01 / 09 / 2026
8. Create a process to allow early adopters to communicate when they will use the workshop model in their classrooms.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
9. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	10 / 13 / 2025	01 / 09 / 2026
10. Recruit a second wave of early adopters.	Admin, LIT, Lead Adopters, Early Adopters	10 / 13 / 2025	01 / 09 / 2026
11. Allow data team time for early adopters to train data team members on workshop model and thinking strategies.	Admin, Early Adopters	01 / 12 / 2026	03 / 06 / 2026
12. Engage data teams in 2-4 data team cycles to engage in small-scale trials of 2-4 Thinking Strategies and evaluate the impact on student learning using student work and CFAs.	Admin	01 / 12 / 2026	03 / 06 / 2026
13. Adopt effective Thinking Strategies as key elements of Tier 1 instruction.	Admin, Data Teams	01 / 12 / 2026	03 / 06 / 2026
14. Use March 23 PD time to provide breakout sessions led by the expanded PEBC team.	Admin, Lead Adopters	01 / 12 / 2026	03 / 06 / 2026
15. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin, ONWARD Education Consulting, Lead Adopters	01 / 12 / 2026	03 / 06 / 2026
16. Continue to use/refine a process to allow early adopters to communicate when they will use the workshop model in their classrooms and schedule a lead teacher, coach, or administrator to provide feedback.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
17. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports.	Admin	01 / 12 / 2026	03 / 06 / 2026
18. Engage data teams in 2-4 data team cycles to engage in small-scale trials of 2-4 Thinking Strategies and evaluate the impact on student learning using student work and CFAs.	Admin	03 / 09 / 2026	05 / 15 / 2026
19. Adopt effective Thinking Strategies as key elements of Tier 1 instruction.	Admin, Data Teams	03 / 09 / 2026	05 / 15 / 2026
20. Continue to provide supports for early adopters including micro-PD, co-planning, coaching, modelling lessons, and co-teaching.	Admin, ONWARD Education Consulting, Lead Adopters	03 / 09 / 2026	05 / 15 / 2026
21. Continue to use/refine a process to allow early adopters to communicate when they will use the workshop model in their classrooms.	Admin, Early Adopters, Lead Adopters	03 / 09 / 2026	05 / 15 / 2026

22. Administer a survey to early adopters to evaluate the effectiveness of supports provided and solicit ideas for additional supports. Admin

03 / 09 / 2026

05 / 15 / 2026



Develop the Capacity of the ILT and LIT to Guide Continuous Improvement Routines

Major Improvement Strategy Category

Continuous Improvement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will continue to develop routines, tools, and competencies that will support Instructional Leadership Team and Lead Improvement Team members to actively guide continuous improvement work at FMHS.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership

Describe the evidence/research that supports this Major Improvement Strategy.

Instructional leadership teams and lead improvement teams reflect an investment in distributed leadership. Distributed leadership is grounded in the recognition that effective leadership is not confined to a single individual but is instead a shared responsibility that extends throughout an organization (Gronn, 2002). Research suggests a positive correlation between distributed leadership and improved student learning outcomes (Leithwood et al., 2008). Distributed leadership capitalizes on the expertise, insights, and contributions of teachers and other stakeholders (Flessa, 2009). Distributed leadership fosters a culture of continuous improvement and innovation (Park & Datnow, 2009). This strategy is a good fit because we have reconfigured our instructional leadership team, we have an active lead improvement team, we now have NWEA data to monitor our student progress, and we have clear implementation benchmarks and action steps. We believe the instructional leadership team and lead improvement team will play a critical role in creating a culture shift toward a culture of continuous improvement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of ILT and LIT members will report understanding school level	10 / 10 / 2025
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priorities, goals, and action plans for achieving goals.

What improvement do you expect to see in adult behaviors or school systems?

Increased teacher engagement in continuous improvement routines.

90% of ILT and 100% of LIT members will communicate understanding the role of each team in improvement cycle work. 01 / 09 / 2026

Who will monitor these milestones?

Admin, ILT, LIT

90% of ILT and LIT members will report that discussions are focused on goal attainment, collaborative problem-solving, continuous improvement. 03 / 06 / 2026

100% of ILT and LIT members will report that the team engages in improvement cycles that use implementation data, perception data and achievement data to inform next steps in the improvement process. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Create calendar of ILT and LIT meetings that take into account the availability of interim assessment data and implementation benchmark dates.	Admin	08 / 15 / 2025	10 / 10 / 2025
2. Convene combined ILT and LIT to review priorities, student achievement goals, major improvement strategies, implementation benchmarks/short cycle outcomes, and action steps.	Admin	08 / 15 / 2025	10 / 10 / 2025
3. Revisit the role of ILT and LIT in improvement cycle work and how the work of each team is coordinated.	Admin	08 / 15 / 2025	10 / 10 / 2025
4. Create protocols for monthly ILT meetings and combined LIT and ILT meetings focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
5. At October LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 2 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
6. Implement calendar of individual ILT meetings, LIT			

meetings, and combined ILT and LIT meetings.	Admin	10 / 13 / 2025	01 / 09 / 2026
7. Use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	10 / 13 / 2025	01 / 09 / 2026
8. At October – December ILT meetings, focus on attainment of implementation benchmarks and problem-solving related to implementation benchmarks/short cycle outcomes.	Admin	10 / 13 / 2025	01 / 09 / 2026
9. In December, administer a staff survey focused on perceptions about improvement work.	Admin	10 / 13 / 2025	01 / 09 / 2026
10. In January, in addition to implementation benchmarks/short cycle outcomes, include student data and teacher perception data at the combined ILT/LIT meeting.	Admin	10 / 13 / 2025	01 / 09 / 2026
11. At January LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 3 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
12. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	10 / 13 / 2025	01 / 09 / 2026
13. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	10 / 13 / 2025	01 / 09 / 2026
20. Continue to implement calendar of individual ILT meetings, LIT meetings, and combined ILT and LIT meetings.	Admin	03 / 09 / 2026	05 / 15 / 2026
21. Continue to use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	03 / 09 / 2026	05 / 15 / 2026
22. At April ILT meeting, focus on attainment of implementation benchmarks and problem-solving related to implementation benchmarks/short cycle outcomes.	Admin	03 / 09 / 2026	05 / 15 / 2026
23. In May, administer a staff survey focused on perceptions about improvement work.	Admin	03 / 09 / 2026	05 / 15 / 2026
24. In May, analyze local student data to identify student performance priorities and engage staff in facilitated root cause analysis.	Admin	03 / 09 / 2026	05 / 15 / 2026
25. In May, in addition to implementation benchmarks/short cycle outcomes, review student data and teacher perception data and formalize root causes at the combined ILT/LIT meeting.	Admin	03 / 09 / 2026	05 / 15 / 2026
26. At May LIT meeting, use Continuous			

Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 3 action steps, articulate new learnings about improvement work at FMHS & identify implementation benchmarks for October 2026.	Admin, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
27. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	03 / 09 / 2026	05 / 15 / 2026
28. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	03 / 09 / 2026	05 / 15 / 2026
14. Continue to implement calendar of individual ILT meetings, LIT meetings, and combined ILT and LIT meetings.	Admin	01 / 12 / 2026	03 / 06 / 2026
15. Continue to use protocols to guide a routine process focused on goal attainment, collaborative problem-solving, and elevating teacher voice in the improvement process, including monthly ILT meetings and combined ILT and LIT meetings.	Admin	01 / 12 / 2026	03 / 06 / 2026
16. In March, facilitate combined ILT/LIT meeting.	Admin	01 / 12 / 2026	03 / 06 / 2026
17. At March LIT meeting, use Continuous Improvement Dashboard to evaluate progress, identify drivers and barriers, adjust Cycle 4 action steps, and articulate new learnings about improvement work at FMHS.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026
18. Following each meeting, debrief with ILT/LIT about roles in the improvement process and productivity of ILT/LIT meetings and collect feedback for improvement.	Admin	01 / 12 / 2026	03 / 06 / 2026
19. Adjust processes based on feedback.	Admin, ONWARD Education Consulting	01 / 12 / 2026	03 / 06 / 2026



Implement Integrated, Standards-based Content and Aligned Assessments in Math

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

We will implement integrated math curriculum maps created last year, create content aligned to the maps, and design aligned, standards-based assessments for Integrated I and II.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Need for spiraled content and use of assessment data in math

Describe the evidence/research that supports this Major Improvement Strategy.

Implementing an integrated high-school mathematics pathway is recommended by major organizations and standards bodies because it builds year-over-year coherence across algebra, geometry, functions, and statistics and supports college- and career-readiness (NCTM, 2018; CCSSO, 2010; Achieve, 2010). Comparative research finds students in well-implemented integrated programs perform as well as or better than peers in traditional sequences, indicating no loss of rigor and potential gains from connected learning (Tarr, Grouws, Chávez, & Soria, 2014). According to Paul Bambrick-Santoyo, when conducted properly, using data to inform teaching practice is one of the most effective ways to help students achieve success. Data-driven instruction involves changing a school’s focus from “what was taught” to “what was learned.” This strategy is a good fit for FMHS because we have a schoolwide focus on common assessments and we created integrated curriculum maps during the 2024-2025 school year in response to low, flat math scores.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

EASI Grant; General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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100% of Integrated I and II teachers will create, administer, and analyze first quarter common formative assessments Integrated I and II.	10 / 10 / 2025
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What improvement do you expect to see in adult behaviors or school systems?

Math teachers will implement Integrated Math I and II and common assessments.

100% of Integrated I and II teachers will create, administer, and analyze second quarter common formative assessments Integrated I and II.	01 / 09 / 2026
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Who will monitor these milestones?

Admin, Math Department, Lead Implementation Team

100% of Integrated I and II teachers will create, administer, and analyze third quarter common formative assessments Integrated I and II.	03 / 06 / 2026
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100% of Integrated I and II teachers will create, administer, and analyze fourth quarter common formative assessments for Integrated I and II.	05 / 15 / 2026
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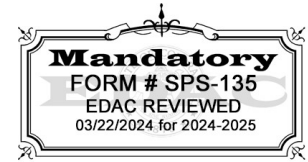
Action Plan

Action Step	Responsible Party	Start Date	End Date
1. Review newly designed quarterly standards-aligned curriculum map for integrated math content. Ensure there is clarity around vertical alignment of standards across integrated math classes for the quarter.	Admin, instructional coach	08 / 15 / 2025	10 / 10 / 2025
2. Calendar a weekly schedule for math data teams to outline a cycle for creating standards-aligned CFAs, aligning content to CFAs, examining student work to guide instruction, administering CFAs, and analyzing results to determine supports and next steps	Admin, ONWARD Education Consulting, instructional coach	08 / 15 / 2025	10 / 10 / 2025
3. Create protocols for implementing newly designed integrated content for each unit of instruction, creating common assessments, using student work to guide instruction, and using CFAs to determine instructional supports and next steps.	Admin, ONWARD Education Consulting	08 / 15 / 2025	10 / 10 / 2025
4. Implement facilitated cycles of instruction and assessment aligned to the calendar for quarter 1 using tools and protocols developed to support teacher teams.	Admin, math data teams	08 / 15 / 2025	10 / 10 / 2025
5. Following each unit of instruction, revisit vertical alignment using student work and CFAs. Identify redundancies and gaps in instruction and assessment. Capture adjustments in the curriculum map and in instructional units.	Admin, math data teams	08 / 15 / 2025	10 / 10 / 2025
6. Collect teacher feedback on the effectiveness of collaborative structures and adjust structures based on feedback.	Admin	08 / 15 / 2025	10 / 10 / 2025
7. Repeat steps 1 and 4-6 for quarter 2.	Admin, math data teams	10 / 13 / 2025	01 / 09 / 2026
8. Repeat steps 1 and 4-6 for quarter 3.	Admin, math data teams	01 / 12 / 2026	03 / 06 / 2026
9. Repeat steps 1 and 4-6 for quarter 4.	Admin, math data teams	03 / 09 / 2026	05 / 15 / 2026
10. Facilitate a process for teachers to reflect on the first year of implementation of integrated math I and II with a focus on vertical alignment, processes to support the use of student work and assessment, and quality of assessments.	Admin	03 / 09 / 2026	05 / 15 / 2026
11. Capture necessary adjustments in common assessments, instructional units, and curriculum map.	Admin, math department	03 / 09 / 2026	05 / 15 / 2026

Requirement	Applies to...	Agreement
<p>Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.</p>	All Schools and Districts	<input checked="" type="checkbox"/> I agree
<p>Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).</p>	Improvement, Priority Improvement and Turnaround Plans	<input checked="" type="checkbox"/> I agree

Attachments

- Final_~V1 Fort Morgan High School UIP 2025-26.pdf



Executive Summary

School Information

School Name

Lincoln High School

Grades Served

NA

Phone

9708672924

District Name

Fort Morgan Re-3

Website

www.morgan.k12.co.us

Description

Lincoln High School (LHS) is an alternative education campus (AEC) that is a part of the Fort Morgan School District Re-3 that

provides educational opportunities for students who have not been successful in a traditional school setting. While each student's story

is unique, many have a history of academic challenges, high absenteeism, disciplinary/legal issues, past trauma, mental health

struggles, substance use/abuse, homelessness, and the need for full/part-time employment. Our goal is to meet the student and family

where they are, identify barriers to their success, and help them create a plan that will lead them to graduation and beyond. Our

purpose is threefold: to build a community of learners, to be an alternative to mainstream education, and to be a leader of successful

second chances. Lincoln utilizes an individualized, self-paced instructional model which empowers students to catch up or accelerate

their education. This model combines independent learning, one-on-one

direct instruction from the teacher, and various technology

based resources. This supports our school's vision to offer a supportive environment that empowers healthy, safe life choices that

cultivate students' education, citizenship, and skills necessary to guide them into a successful future.

School Contact Information

Name: Vicki Davis

Title: Principal

Phone: 970-370-6447

Email: vicki.davis@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Low reading & writing achievement & growth*

- Improve Tier One Instruction
- Foundational Skills
- Lack of Building Wide High School Literacy Skills

- High School Literacy Program
- Building-wide Writing Rubrics
- MTSS/RTI
- Improved Intake Process
- Lack of clearly defined system for school-wide expectations

- *Low math achievement & growth*

- Improve Tier One Instruction
- Foundational Skills

- High School Literacy Program
- Building-wide Writing Rubrics
- MTSS/RTI
- Improved Intake Process
- Lack of clearly defined system for school-wide expectations



Student Performance Priorities

Student Performance Priority Summary

- Lincoln High School received an AEC: Improvement rating on the 2024 AEC School Performance Framework, and was rated Approaching for three out of four of the performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness; and was rated Meets in Student Engagement.

<i>Mean SAT Composite Score</i>				
Grade 11	2022	2023	2024	3 Year Ave.
Reading & Writing	380	398	390	389.3 (DNM)
Math	373	358	362.3	364.4(DNM)
Composite	753	757	752	772.43
<i>Mean PSAT Composite Score</i>				
Grade 10	2022	2023	2024	3 Year Ave.
Reading & Writing	343.3	376	362.6	360.6(DNM)
Math	352.2	365	356.1	357.77 (A)
Composite	695.5	741	719	717.2

Lincoln High School's reading and writing achievement and growth in CO PSAT and SAT does not meet state average, even when compared to other AECs. This is not align with NWEA achievement and growth data in reading and language use which meets as per AEC optional measures. The 3 year mean PSAT Composite score was 360.6 ; the 3 year mean SAT Composite Score is 389.3 - both below the state average for AECs.

LHS's math achievement and growth in CO PSAT and SAT does not meet state average, even when compared to other AECs; with NWEA approaching as per AEC optional measures. The 3 year PSAT Composite score in math was 357.77 and the 3 year SAT Composite Score is 364.4 - both below the state average for AECs.

Over the past three years, students at Lincoln High School have shown a consistent increase in Academic Achievement in Language Usage (2023 - 50%, 2024 - 63%, and 2025 - 65%) improving at least one or more grade level equivalent between NWEA testing periods; in Reading (2023 - 53%, 2024 - 67%, and 2025 - 69%) improving at least one or more grade level equivalent between NWEA testing periods. NWEA achievement was not as consistent and showed a decrease in least one or more grade level equivalent between NWEA testing periods in 2025 (2023 - 62%, 2024 - 64%, and 2025 - 48%).

AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	2022 Actual	2023 Actual	2024 Actual	2025 Actual
NWEA MAP Achievement	Language Usage	32%	50%	63%	65%
NWEA MAP Achievement	Reading	28%	53%	67%	69%
NWEA MAP Growth Target	Language Usage	24%	44%	63%	70%
NWEA MAP Growth Target	Reading	28%	53%	41%	64%
AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	2022 Actual	2023 Actual	2024 Actual	2025 Actual
NWEA MAP Achievement	Math	35%	62%	64%	48%
NWEA MAP Growth Target	Math	35%	54%	64%	48%

Over the past three years, students at Lincoln High School have shown a consistent increase in Growth in Language Usage (2023 - 44%, 2024 - 63%, and 2024 - 70%) improving their targeted RIT score between NWEA testing periods. NWEA Growth was not as consistent in Reading (2023 - 53%, 2024 - 41%, and 2025 - 64%) and Math (2023 - 54%, 2024 - 64%, and 2025 - 48%).

Attendance						
	2022 - 2023		2023 - 2024		2024-2025	
Grade	# of Stud.	% Att.	# of Stud.	% Att.	# of Stud.	% Att.
9	14	65.31	9	70.07	8	80.65
10	10	80.38	22	75.61	15	78.63
11	12	77.63	13	80.65	20	76.21
12	27	67.63	12	73.01	12	72.48
	63	71.79	56	75.73	55	76.49
					3 Year average = 74.67	

For the past three years, students' attendance at LHS has show steady improvement (2023 - 71.79%, 2024 - 75.73%, and 2025 - 76.49%) with a three average of 74.67%, slightly below state expected average daily attendance rates for AECs.

Dropout, Truancy, Returning Student & Credits Earned				
	Dropout Rate	Truancy Rate	Returning Student	Credits Earned
2022-2023	28.80%	17.44%	34/37 = 92%	298/468 = 63.7%
2023-2024	20.60%	13.15%	37/37 = 100%	382/595 = 64%
2024-2025	21.10%	10.07%	34/35 = 97%	512.5/758.5 = 68%
3 Year Average	23.50%	13.55%	96.30%	65.23%

For the past three years, LHS has had a high dropout rate (2023 - 28.8%, 2024 - 20.6%, and 2025 - 21.1%) with a three year average of 23.5% - below the state average when compared to other AECs.

Student Performance Priority: Low reading & writing achievement & growth

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

For Fall 2025 in NWEA, students tested in the 55th median growth percentile in both Reading and Language Usage.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026-2027, on NWEA Reading and Language Usage we will increase our median growth percentile from the 60th percentile to the 65th percentile.

What is the 1-year (end of 2025-26) measure and target?

Interim Measure and Target?

On NWEA Reading and Language Usage, we will increase our median growth

Measurement Dates

12 / 11 / 2025

By the end of 2025-2026, on NWEA Reading and Language Usage we will increase our median growth percentile from the 55th percentile to the 60th percentile.

percentile between fall and winter test periods.

Student Performance Priority: Low math achievement & growth

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

For Fall 2025 in NWEA, students tested in the 56th median growth percentile in Math.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026-2027, on NWEA Math we will increase our median growth percentile from the 60th percentile to the 65th percentile.

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025-2026, on NWEA Math we will increase our median growth percentile from the 56th percentile to the 60th percentile.

Interim Measure and Target?

On NWEA Math, we will increase our median growth percentile between fall and winter test periods.

Measurement Dates

12 / 11 / 2025

Student Performance Priority: Low Attendance

Student Performance Priority Category

Student engagement

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

In 2024-2025, Lincoln High School's ADA was 76.94%.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026 - 2027, Lincoln High School's ADA will be 86.7%.

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025 2026, Lincoln High School's ADA will be 82.7%.

Interim Measure and Target?

By December 2025, Lincoln High School's ADA will be 80% or higher.

Measurement Dates

12 / 19 / 2025

Student Performance Priority: High Dropout

Student Performance Priority Category

Dropout Rate

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

9 10 11 12

What is the current performance of this Student Performance Priority?

Lincoln High School's three year average dropout rate is 23.5%, which is approximately 41 students or 14 students per year.

What is the 2-year (end of 2026-27) measure and target?

By the end of 2026 - 2027, Lincoln High School's dropout rate will decline to 12.8% or less (less than 8 students).

What is the 1-year (end of 2025-26) measure and target?

By the end of 2025 2026, Lincoln High School's dropout rate will decline to 18.5% or less (less than 11 students).

Interim Measure and Target?

By December 2025, only 6 Lincoln High School students will dropout.

Measurement Dates

12 / 19 / 2025

Root Cause Analysis



Low reading & writing achievement & growth



Improve Tier One Instruction

Provide a brief description of this Root Cause.

We need professional development on how to improve and incorporate high school literacy and math skills into tier one instruction within a self-paced, direct instruction delivery system.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

In 2024-2025, we discovered that 17% of our student population previously received ELD services and were struggling in classes that required high amounts of reading and writing. This was consistent with the students currently receiving ELD services (11%) and students currently receiving IEP services (25%). This data was gathered and analyzed by the Student Intervention Team (SIT) and through our Weekly Progress Monitoring.



Foundational Skills

Provide a brief description of this Root Cause.

We need to assess students' skills that enroll at LHS to create an individualized plan to foster success.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Parents and students are provided with an orientation to Lincoln High School that highlight the differences between an alternative education campus and a traditional campus, but we have not provided a formal system to introduce the skills that a student needs in order to learn and engage in a self-paced system or assess their skills in order to be academically successful.



Lack of Building Wide High School Literacy Skills

Provide a brief description of this Root Cause.

We need to develop a building-wide foundational understanding of literacy skills to inform instructional practices and provide data-driven interventions.

Root Cause Category

Curriculum

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Based on weekly progress monitoring discussions, staff agreed that there is a lack of building wide norms for literacy skills as they apply to language usage.



Low math achievement & growth



Improve Tier One Instruction

Provide a brief description of this Root Cause.

We need professional development on how to improve and incorporate high school literacy and math skills into tier one instruction within a self-paced, direct instruction delivery system.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

In 2024-2025, we discovered that 17% of our student population previously received ELD services and were struggling in classes that required high amounts of reading and writing. This was consistent with the students currently receiving ELD services (11%) and students currently receiving IEP services (25%). This data was gathered and analyzed by the Student Intervention Team (SIT) and through our Weekly Progress Monitoring.



Foundational Skills

Provide a brief description of this Root Cause.

We need to assess students' skills that enroll at LHS to create an individualized plan to foster success.

Root Cause Category

Intervention Systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Parents and students are provided with an orientation to Lincoln High School that highlight the differences between an alternative education campus and a traditional campus, but we have not provided a formal system to introduce the skills that a student needs in order to learn and engage in a self-paced system or assess their skills in order to be academically successful.



Low Attendance



Student Engagement Strategies

Provide a brief description of this Root Cause.

We need more strategies to improve student engagement and attendance.

Root Cause Category

Student engagement systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, there are a number of challenges that contribute to students missing school, such as: family issues (needing to care for other family members), transportation issues, and students' work schedules. The majority of students who come to Lincoln High School are over-aged and under-credited, putting them behind their peers.



Safe School Culture

Provide a brief description of this Root Cause.

We need to provide a safe culture that promotes the importance and relevance of school attendance.

Root Cause Category

Mission and Vision

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, avoidance of stressful situations, such as academic pressures, conflicts with school staff and other students, bullying, and social anxiety. Most LHSs students have experienced at least one significant traumatic event in their lives resulting in approximately 75% of the students presenting with mental health issues (anxiety, depression, anger, etc.), substance use/abuse issues, homelessness, poverty, that have adversely impacted their life, including their academics, behavior, and attendance.



High Dropout



Student Engagement Strategies

Provide a brief description of this Root Cause.

We need more strategies to improve student engagement and attendance.

Root Cause Category

Student engagement systems

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, there are a number of challenges that contribute to students missing school, such as: family issues (needing to care for other family members), transportation issues, and students' work schedules. The majority of students who come to Lincoln High School are over-aged and under-credited, putting them behind their peers.



Safe School Culture

Provide a brief description of this Root Cause.

We need to provide a safe culture that promotes the importance and relevance of school attendance.

Root Cause Category

Mission and Vision

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

According to surveys of Lincoln High School parents and students, avoidance of stressful situations, such as academic pressures, conflicts with school staff and other students, bullying, and social anxiety. Most LHSs students have experienced at least one significant traumatic event in their lives resulting in approximately 75% of the students presenting with mental health issues (anxiety, depression, anger, etc.), substance use/abuse issues, homelessness, poverty, that have adversely impacted their life, including their academics, behavior, and attendance.

Major Improvement Strategies



High School Literacy Program

Major Improvement Strategy Category

Curriculum and Content

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Provide professional development for staff regarding high school literacy to include curriculum integration, instruction, and interventions.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Foundational Skills
- Lack of Building Wide High School Literacy Skills

Describe the evidence/research that supports this Major Improvement Strategy.

According to New Leaders: Leadership Changes Everything (<https://www.newleaders.org/resources>), when principals and teachers work together to advance best practices in ELA and literacy instruction, teacher and student outcomes will grow exponentially by: building teacher capacity in understanding best practices in effective ELA and literacy instruction; increasing the complexity of content by using a strong curriculum that is rigorous, accessible, and culturally relevant; and changing the role that students play in their learning.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Staff will explore various high school literacy programs & curriculum.

Implementation Milestones

Implementation Milestone	Date
--------------------------	------

Who will monitor these milestones?

Principal

Staff will select a high school literacy program, curriculum, and/or book to utilize at LHS. 02 / 11 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Staff will explore/review high school literacy programs, curriculum, and/or books to utilize at LHS to improve reading and writing.	Principal, SPICI, School Counselor, all teachers	10 / 03 / 2025	02 / 11 / 2026
Staff will begin implementing literacy strategies to improve reading and writing.	Principal, SPICI, School Counselor, all teachers	02 / 11 / 2026	05 / 29 / 2026
Staff will participate in professional development on best practices on high school literacy instruction.	Principal, SPICI, School Counselor, all teachers	11 / 10 / 2025	05 / 29 / 2026
Train teachers to use Can-Do Descriptors to understand language abilities of NEP and LEP students and plan for goal-setting.	Principal, CLD Director	08 / 21 / 2025	05 / 29 / 2026



Building-wide Writing Rubrics

Major Improvement Strategy Category

Equitable Instructional Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Staff will collaborate to create building-wide writing rubrics for short constructed responses, essays, and research papers.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Lack of Building Wide High School Literacy Skills

Describe the evidence/research that supports this Major Improvement Strategy.

According to New Leaders: Leadership Changes Everything (<https://www.newleaders.org/resources>), "building teacher mindsets that every student has the ability to grow as readers and writers ensures that teacher teams work together to develop instruction that is equitable and accessible for all students." Teachers will select and create tasks that will be evident through meaningful content, effective instructional practices, active student engagement, and hold students' accountable for their work.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
<p>What improvement do you expect to see in adult behaviors or school systems?</p> <p>Common writing rubrics will be create to evaluate and improve students' writing.</p>	100% of staff will use common writing rubrics to evaluate student work.	05 / 29 / 2026
<p>Who will monitor these milestones?</p> <p>Principal</p>	Staff will explore & receive professional development on high school literacy.	05 / 29 / 2026
	Staff will use weekly progress monitoring data to inform instruction & curriculum development.	05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Staff will submit weekly progress data on student progress on the courses in which they are enrolled.	Principal, all teachers	08 / 12 / 2025	05 / 29 / 2026
Staff will participate in weekly data discussions that will formulate individual student plans and inform overall instruction.	Principal, SPICI, School Counselor, all teachers, and admin. assistant	08 / 12 / 2025	05 / 29 / 2026
Staff will create and/or use common writing rubrics for written work.	Principal, SPICI, School Counselor, all teachers	10 / 23 / 2025	05 / 29 / 2026
Staff will participate in professional development on best practices on high school literacy instruction.	Principal, SPICI, School Counselor, all teachers	11 / 10 / 2025	05 / 29 / 2026
Staff will participate in professional development on how to better leverage NWEA results.	Principal, Asst. Superintendent of Curriculum & Development	10 / 16 / 2025	05 / 29 / 2026



Improved Intake Process

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Given that the majority of students who are referred to LHS are over-aged and under-credited, staff will collaborate to create an intake process that assesses both math, reading, and language usage skills to identify gaps in learning. In addition to parent-student orientation that highlights the differences between an alternative education campus and a traditional campus, we will provided a system to introduce the skills that students need in order to learn and engage in a self-paced system.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Foundational Skills
- Student Engagement Strategies

Describe the evidence/research that supports this Major Improvement Strategy.

According to the National Dropout Prevention Center, has identified one of the domains for Effective Strategies for Alternative School Improvement as "Referral and Entry" where referral criteria and processes are effective and contribute to positive school entry and early stage success, effectively transmits important information from the feeder school to the alternative school, and communicates sufficient information about school function and success criteria to incoming students and families. NDPC also identified another domain as "Relevance and Recovery", where Alternative School Programs are challenged for their instructional practices to consider and address the academic deficiencies of individual students, where instruction is structured and delivered in such a way that students recover credits and grade levels needed to accelerate progress toward graduation.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Improved intake process that assesses students' academic & SEL needs.

Implementation Milestones

Implementation Milestone Date

Who will monitor these milestones?

Determine what needs to be assessed and which assessments to use.

03 / 23 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Students will complete a BOY survey to determine needs in the area of SEL & post-secondary workforce readiness.	Principal, School Counselor	08 / 12 / 2025	05 / 29 / 2026
Staff will collaborate to determine what academic skills need to be assessed at intake to improve student learning and how those skills will be assessed.	Principal, SPICI, School Counselor, All Staff	10 / 23 / 2025	05 / 29 / 2026
Staff will develop an intake process that assesses student needs, skills necessary to be successful in a self-paced program, and interventions necessary to address learning gaps.	Principal, SPICI, School Counselor, All Staff	10 / 23 / 2025	05 / 29 / 2026



MTSS/RTI

Major Improvement Strategy Category

Targeted Student Academic Supports

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Lincoln High School will implement an effective MTSS/RTI process will be utilized to analyze student data and identify students in need of intervention strategies and/or remediation. Staff will provide targeted interventions, large group instruction, one-on-one tutoring, or skill-based education to students identified through the use of assessment data or weekly progress reports as needing interventions.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Improve Tier One Instruction
- Foundational Skills
- Student Engagement Strategies

Describe the evidence/research that supports this Major Improvement Strategy.

Lincoln High School will utilize the COMTSS School Implementation Team (C-SIT) model to assist with the implementation of RtI procedures, protocols, and processes. This framework includes: team-driven shared leadership; data-based problem solving; layered continuum of supports; family, school and community partnering; comprehensive screening and assessment system; with RtI at the center of the process.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Identify and address student needs effectively

Implementation Milestone Date

Students will make adequate academic progress in 70% or more of scheduled classes on a weekly basis. 05 / 29 / 2026

Who will monitor these milestones?

Principal

Improved student progress towards graduation with 80% of students eligible to graduate will have completed 50% of the credits needed by end of 1st semester. 12 / 19 / 2025



Action Plan

Action Step	Responsible Party	Start Date	End Date
Participate in CDIT for COMTSS	Principal	08 / 04 / 2025	05 / 29 / 2026
Weekly Student Intervention Team meeting	Principal, Admin. Assistant, School Counselor, SPICI, and school nurse	08 / 04 / 2025	05 / 29 / 2026
Weekly goal setting with Credit Planners	Teachers, Principal, and Counselor	08 / 12 / 2025	05 / 29 / 2026
Weekly progress reports to parents	Teachers, Admin. Assistant	08 / 12 / 2025	05 / 29 / 2026
RtI Meetings with students & parents	Principal, Admin. Assistant, School Counselor, SPICI, and teachers	08 / 12 / 2025	05 / 29 / 2026

Weekly Progress Monitoring meeting	Principal, Admin. Assistant, School Counselor, SPICI, and all teachers	08 / 14 / 2025	05 / 29 / 2026
NWEA Training for teachers on leveraging results to improve instruction	Principal, Asst. Superintendent	10 / 16 / 2025	03 / 23 / 2026
Concurrent enrollment	School Counselor	08 / 12 / 2025	05 / 29 / 2026
Attendance calls, letters, and home visits	Principal, administrative assistant, school counselor, SPICI	08 / 12 / 2025	05 / 29 / 2026
Staff will research self-paced instructional models and incorporate best practices into their classroom practices that will incorporate direct instruction, blended learning, differentiated instruction, and independent learning.	Principal, Admin. Assistant, School Counselor, SPICI, and teachers	08 / 04 / 2025	05 / 29 / 2026
Attendance Intervention Program	Principal, Admin. Asst., Teachers, SPICI, School Counselor	11 / 04 / 2025	05 / 29 / 2026



Lack of clearly defined system for school-wide expectations

Major Improvement Strategy Category

School or District Climate and Culture

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

By having clearly defined school-wide expectations, processes and program, we will effectively identify and address student needs in a timely manner in a safe, caring, and supportive environment.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- Foundational Skills
- Student Engagement Strategies
- Safe School Culture

Describe the evidence/research that supports this Major Improvement Strategy.

Utilizing Capturing Kids Hearts, Character Strong, and the COMTSS School Implementation Team (C-SIT) model to assist with the implementation of RtI procedures, protocols, and processes. This framework includes: team-driven shared leadership; data-based problem solving; layered continuum of supports; family, school and community partnering; comprehensive screening and assessment system; with RtI and student success at the center of the process.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Implementation



Implementation 1

What improvement do you expect to see in adult behaviors or school systems?

Positive and safe school culture

Who will monitor these milestones?

Principal

Implementation Milestones

Implementation Milestone	Date
Decrease in office referrals for conflict with staff and/or other students.	05 / 29 / 2026



Implementation 2

What improvement do you expect to see in adult behaviors or school systems?

Improved Classroom Instruction

Who will monitor these milestones?

Principal and SPICI

Implementation Milestones



Action Plan

Action Step

Responsible Party

Start Date

End Date

Staff & Student Social Contract will be created and posted.

All staff

08 / 12 / 2025

05 / 29 / 2026

All staff will complete the BOY and EOY CKH Survey.

All staff

08 / 12 / 2025

05 / 29 / 2026

Meet & Greet at the Door, Implement Good Things,

and dismiss with a Launch at the end of each period.	All staff	08 / 12 / 2025	05 / 29 / 2026
Monthly Cohort Meetings	Principal, CKH Coach	08 / 12 / 2025	05 / 29 / 2026
LHS Assemble - team building	Principal	07 / 23 / 2025	07 / 24 / 2025
Professional Development Days will be utilized to provide staff with knowledge on classroom practices and interventions that can be utilized to address and effectively engage and motivate reluctant/refusing learners.	Principal, Asst. Superintendent of Curriculum & Instruction, MTSS Coordinator, CLD Director	08 / 04 / 2025	05 / 29 / 2026
Instructional Coach will meet with teachers on a weekly basis, utilizing the coaching cycle, to work on goals to improve student learning.	SPICI, Teachers	08 / 11 / 2025	05 / 29 / 2026
Weekly PLC meetings to address current and ongoing academic and behavioral issues.	Principal, Admin. Assistant, School Counselor, SPICI, teachers	08 / 12 / 2025	05 / 29 / 2026
Instructional walk throughs and observations	Principal	08 / 12 / 2025	05 / 29 / 2026
Students will participate in daily advisory period, each day of the week will be a different focus: SEL, PWR, goal setting & additional academic assistance.	Teachers, Counselor, SPICI, Principal	08 / 12 / 2025	05 / 29 / 2026
School wide systems will be implemented and evaluated to ensure consistent implementation at least every other month.	All staff	08 / 12 / 2025	05 / 29 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Data Analysis - Math Acceleration K-12: Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced	Improvement, Priority Improvement and	<input checked="" type="checkbox"/> I agree

Lunch, IEP, Multilingual Learners).

OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.

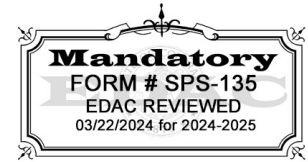
Turnaround Plans

Title I, Part A Schoolwide Plan

I agree

Attachments

- Final_~V1 Lincoln High School UIP 2025-26.pdf
- 2405 - Fort Morgan Re-3 - 5180 - Lincoln High School_2025-26 ESSA School Profile



Executive Summary

School Information

School Name	Grades Served	Phone
District Name	Website	Description
Sherman Early Childhood Center	NA	9708672998

Sherman Early Childhood Center School Description

Sherman Early Childhood Center (SECC) is a dedicated learning facility for preschool and kindergarten students within the Fort Morgan School District (FMSD) in Fort Morgan, Colorado. As the sole early childhood center for FMSD, SECC is responsible for establishing a foundational academic and social-emotional base for the district's youngest learners before they matriculate into one of the four FMSD elementary schools.

Demographics and Programs

SECC serves a highly **diverse student population** across both its preschool and kindergarten programs, reflecting a rich variety of languages and cultural backgrounds within the Fort Morgan community. The center operates **12 full-day kindergarten classrooms** and **14 half-day preschool classes**. This structure allows SECC to implement targeted early intervention and foundational curricula designed to meet the needs of all learners.

Fort Morgan Re-3

<https://www.morgan.k12.co.us>

Focus and Purpose

The center's primary focus is on comprehensive early childhood development, ensuring all students achieve readiness standards in literacy, numeracy, and social-emotional skills. SECC plays a critical role in addressing potential achievement gaps early, particularly for its linguistically and culturally diverse population, thus setting the stage for future academic success in the FMSD elementary schools.

School Contact Information

Name: Tara Boyer

Title: Principal

Phone: 9708672998

Email: tara.boyer@fortmorgank12.com

Relationship of UIP Elements



Student Performance Priorities

- *ELA Growth and achievement are below the state average.*



Root Cause

- We need to use formative data to inform daily instruction.
- We need to refine the use of WIN time to provide data-informed interventions.



Major Improvement Strategies

- Inform daily instruction in math, ELA, and PK
- Improve ELA WIN time

- *Math achievement is below the state average.*

- We need to make sure our instruction aligns to standards.
- We need to use formative data to inform daily instruction.

- Align instruction to math standards
- Inform daily instruction in math, ELA, and PK

- *Indicator 7 growth and achievement are below the state average.*



- We need to use formative data to inform daily instruction.
- We need to build and sustain systems for finding, funding, and assessing PK.



- Inform daily instruction in math, ELA, and PK
- Systems for PK

Student Performance Priorities

Student Performance Priority Summary

• Student Performance Priorities: Evidence and Reasoning

This section details the specific data evidence used to identify the three major student performance priorities.

Priority #1: ELA Growth and Achievement are Below the State Average

Evidence:

Analysis of **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)** assessment data from the 2024-2025 school year reveals that student performance in **English Language Arts (ELA)** lags behind statewide benchmarks.

- **Achievement:** The percentage of students scoring **at or above the 50th percentile (Proficient/Advanced)** on the ELA NWEA assessment is 33rd percentile.
- **Growth:** The school's overall **Median Growth Percentile (MGP)** in ELA is at the 41st percentile. This MGP is below the median growth expectation of the **50th percentile**.
- **Trend: Sherman School only has data for the 2024-25 SY from NWEA**

Analysis of DIBELS assessment data for the last 3 years indicates that student performance in ELA is slowly approaching the statewide benchmarks, but is flat.

DIBELS comparison: SRD Identification Rate

School Year	Sherman	CO
2021-22	22%	15%
2022-23	15%	13.9%
2023-24	19%	15.4%
2024-25	15%	TBD

Priority #2: Math Achievement is Below the National Average

Evidence:

Data from the **NWEA MAP** assessment for the 2024-2025 school year indicates a significant gap in **Mathematics Achievement** when compared to nation-level performance.

- **Achievement:** The percentage of students scoring **at or above the 50th percentile (Proficient/Advanced)** on the Math NWEA assessment is at the 31st percentile.

Reasoning:

The persistent low achievement in mathematics signals a foundational weakness in core conceptual understanding and procedural fluency. While growth data may vary, the overall achievement gap necessitates a systemic approach to improve the quality of mathematics instruction, focusing on rigor, conceptual clarity, and application of mathematical reasoning. This priority targets the need for consistent, research-based instructional practices across the building to increase the percentage of students demonstrating grade-level proficiency in essential mathematical standards.

Priority #3: Indicator 7 Growth and Achievement are Below the State Average (TS GOLD)

Evidence:

Review of the **Teaching Strategies GOLD (TS GOLD)** data, which assesses student performance against **Indicator 7 (Early Childhood School Readiness)** measures, shows that students are not meeting state expectations for growth and readiness prior to exiting preschool. There is a downward trend over three years of data.

TS GOLD comparison: Indicator 7 Outcome B

School Year	Sherman Growth	CO Growth	Sherman Achievement	CO Achievement
2021-22	95.25%	73.85%	70.83%	62.17%
2022-23	94.74%	73.56%	90%	62.99%
2023-24	68.42%	73.73%	33.33%	63.35%
2024-25	45.45%	75.11%	25%	64.46%

Student Performance Priority: ELA Growth and achievement are below the state average.

Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

ELA achievement in kindergarten is at the 31st percentile as measured by NWEA.

What is the 2-year (end of 2026-27) measure and target?

ELA achievement in kindergarten will be at the 61st percentile as measured by NWEA.

What is the 1-year (end of 2025-26) measure and target?

ELA achievement in kindergarten will be at the 51st percentile as measured by NWEA.

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Kindergarten Pre-Kindergarten

Interim Measure and Target?

NWEA

Measurement Dates

12 / 15 / 2025

Student Performance Priority: Math achievement is below the state average.

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What is the current performance of this Student Performance Priority?

Math achievement is at the 31st percentile as measured by NWEA.

What is the 2-year (end of 2026-27) measure and target?

Math achievement will be at the 61st percentile as measured by NWEA.

What is the 1-year (end of 2025-26) measure and target?

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Kindergarten Pre-Kindergarten

Interim Measure and Target?

Measurement Dates

12 / 15 / 2025

Math achievement will be at the 51st percentile as measured by NWEA

Math achievement will be at the 40th percentile as measured by NWEA

Student Performance Priority: Indicator 7 growth and achievement are below the state average.

Student Performance Priority Category

Early literacy

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

Students with disabilities/IEPs

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Pre-Kindergarten

What is the current performance of this Student Performance Priority?

Our Indicator 7 achievement is at the 33rd percentile as measured by TS GOLD.

What is the 2-year (end of 2026-27) measure and target?

63rd percentile as measured by TS GOLD.

Interim Measure and Target?

Measurement Dates

What is the 1-year (end of 2025-26) measure and target?

53rd percentile as measured by TS GOLD.

43rd percentile as measured by TS GOLD

02 / 06 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

70% of kindergarteners are at benchmark by EOY as measured by DIBELS.

What is the 2-year (end of 2026-27) measure and target?

90% of kindergartners will be at benchmark by EOY as measured by DIBELS.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

48% of kindergartners will be at benchmark by MOY as measured by DIBELS.

On what date will the school measure this interim target?

12 / 15 / 2025

What is the 1-year (end of 2025-26) measure and target?

80% of kindergartners will be at benchmark by EOY as measured by DIBELS.

What is the current performance of students with a significant reading deficiency (SRD)?

15% of kindergartners are intensive at EOY as measured by DIBELS.

What is the 2-year (end of 2026-27) measure and target?

5% of kindergartners will be intensive at EOY as measured by DIBELS.

What is the 1-year (end of 2025-26) measure and target?

10% of kindergartners will be intensive at EOY as measured by DIBELS.

What is the interim measure (e.g., tool or assessment) and specific mid-year target?

34% of kindergartners will be intensive at MOY as measured by DIBELS.

On what date will the school measure this interim target?

12 / 15 / 2025

Root Cause Analysis



ELA Growth and achievement are below the state average.



We need to use formative data to inform daily instruction.

Provide a brief description of this Root Cause.

This root cause pinpoints a disconnect between gathering information about student learning and applying that information to immediate teaching decisions. In essence, while formative data (such as exit tickets, quick checks for understanding, observations, or brief quizzes) is being collected, it's not consistently or skillfully used to: Adjust instruction in the moment or for the next day's lesson. Identify and address specific learning gaps or misconceptions immediately. Differentiate activities, resources, or support for individual students or small groups. The effect of this root cause is that instruction may proceed at a fixed pace, missing opportunities to reteach struggling students or provide enrichment for those who have already mastered the content, thus hindering student achievement and instructional efficiency.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Selection and Verification Protocol The selection and verification of this Root Cause typically follows a multi-step protocol: 1. Problem Definition and Data Collection Data Analysis: Extensive quantitative and qualitative data is gathered and analyzed. Quantitative Data: Exam scores, standardized test results, classroom assessment data (summative), and student growth metrics are reviewed. Qualitative Data: Teacher surveys, classroom observations, lesson plan reviews, and interviews with students and teachers are conducted to understand instructional practices. Initial Hypotheses: Initial hypotheses for the cause are formulated (e.g., lack of training, poor curriculum, or, in this case, a gap in data utilization). 2. Root Cause Analysis (RCA) A Fishbone Diagram was used to drill down from the initial problem to the fundamental cause. Stakeholder Groups Included Identifying a systemic root cause like this requires input from all levels of the educational system. The following key stakeholder groups would typically be included: 1. Instructional Staff (The

'Doers') Classroom Teachers: Provide critical qualitative data on current practices, barriers to using data (e.g., time, training, system complexity), and the reality of daily instruction. They are essential for verifying the cause's impact. 2. Leadership and Administration (The 'Systemic View') School Administration (Principals, Vice-Principals): Provide the organizational context regarding school-wide data policies, professional development offerings, observation protocols, and the necessary time/resources allocated for data analysis. District Office Staff (Curriculum and Instruction, Assessment): Offer insights into system-level supports, training programs, assessment infrastructure, and data management systems. They ensure the solution aligns with broader goals. 3. Data and Performance Experts External Consultants/Academic Experts: May be brought in to validate the process, confirm the finding against research, and ensure that the root cause is truly fundamental and not just another symptom.



We need to refine the use of WIN time to provide data-informed interventions.

Provide a brief description of this Root Cause.

This root cause identifies that while a flexible block of time exists for targeted support (WIN Time), its effectiveness is limited by a lack of rigor and precision in its application. Specifically, the core problem is a failure to consistently and accurately: Use data (from formative assessments, screeners, etc.) to precisely identify the specific skills, standards, or students needing intervention or enrichment. Align the activities and instruction provided during WIN Time directly to those data-identified needs. Monitor progress during WIN Time and use that real-time information to flexibly adjust student groupings and intervention strategies. The effect is that the interventions may be generic, untargeted, or inconsistent, resulting in learning gaps persisting despite the time being set aside to close them.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Selection and Verification Protocol The selection and verification of this Root Cause typically follows a multi-step protocol: 1. Problem Definition and Data Collection Data Analysis: Extensive quantitative and qualitative data is gathered and analyzed. Quantitative Data: Exam scores, standardized test results, classroom assessment data (summative), and student growth metrics are reviewed. Qualitative Data: Teacher surveys, classroom observations, lesson plan reviews, and interviews with students and teachers are conducted to understand instructional practices. Initial Hypotheses: Initial hypotheses for the cause are formulated (e.g., lack of training, poor curriculum, or, in this case, a gap in data utilization). 2. Root Cause Analysis (RCA) A Fishbone Diagram was used to drill down from the initial problem to the fundamental cause. Stakeholder Groups Included Identifying a systemic root cause like this requires input from all levels of the educational system. The following key stakeholder groups would typically be included: 1. Instructional Staff (The 'Doers') Classroom Teachers: Provide critical qualitative data on current practices, barriers to using data (e.g., time, training, system complexity), and the reality of daily instruction. They are essential for verifying the cause's impact. 2. Leadership and Administration (The 'Systemic View') School Administration (Principals, Vice-Principals): Provide the organizational context regarding school-wide data policies, professional development offerings, observation protocols, and the necessary time/resources allocated for data analysis. District Office Staff (Curriculum and Instruction, Assessment): Offer insights into system-level supports, training programs, assessment infrastructure, and data management systems. They ensure the solution aligns with broader goals. 3. Data and Performance Experts External Consultants/Academic Experts: May be brought in to validate the process, confirm the finding against research, and ensure that the root cause is truly fundamental and not just another symptom.



Math achievement is below the state average.



We need to make sure our instruction aligns to standards.

Provide a brief description of this Root Cause.

This root cause pinpoints a misalignment between the stated grade-level math standards (the what students are expected to learn) and the actual delivered instruction (the how and when it's taught). This issue is typically caused by: Curriculum Drift: Teachers using outdated materials, spending too much time on non-essential topics, or omitting critical skills. Lack of Rigor: Instruction focusing only on basic procedures without addressing the conceptual understanding and real-world application required by the standards. Assessment

Disconnect: Quizzes and tests measuring content that is either below the standard's complexity or completely unrelated to the intended learning objective. The resulting effect is that students may complete their math courses without mastering the knowledge and skills necessary for the next grade level or for standardized assessments.

Root Cause Category

Instruction

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Selection and Verification Protocol The selection and verification of this Root Cause typically follows a multi-step protocol: 1. Problem Definition and Data Collection Data Analysis: Extensive quantitative and qualitative data is gathered and analyzed. Quantitative Data: Exam scores, standardized test results, classroom assessment data (summative), and student growth metrics are reviewed. Qualitative Data: Teacher surveys, classroom observations, lesson plan reviews, and interviews with students and teachers are conducted to understand instructional practices. Initial Hypotheses: Initial hypotheses for the cause are formulated (e.g., lack of training, poor curriculum, or, in this case, a gap in data utilization). 2. Root Cause Analysis (RCA) A Fishbone Diagram was used to drill down from the initial problem to the fundamental cause. Stakeholder Groups Included Identifying a systemic root cause like this requires input from all levels of the educational system. The following key stakeholder groups would typically be included: 1. Instructional Staff (The 'Doers') Classroom Teachers: Provide critical qualitative data on current practices, barriers to using data (e.g., time, training, system complexity), and the reality of daily instruction. They are essential for verifying the cause's impact. 2. Leadership and Administration (The 'Systemic View') School Administration (Principals, Vice-Principals): Provide the organizational context regarding school-wide data policies, professional development offerings, observation protocols, and the necessary time/resources allocated for data analysis. District Office Staff (Curriculum and Instruction, Assessment): Offer insights into system-level supports, training programs, assessment infrastructure, and data management systems. They ensure the solution aligns with broader goals. 3. Data and Performance Experts External Consultants/Academic Experts: May be brought in to validate the process, confirm the finding against research, and ensure that the root cause is truly fundamental and not just another symptom.



We need to use formative data to inform daily instruction.

Provide a brief description of this Root Cause.

This root cause pinpoints a disconnect between gathering information about student learning and applying that information to immediate teaching decisions. In essence, while formative data (such as exit tickets, quick checks for understanding, observations, or brief quizzes) is being collected, it's not consistently or skillfully used to: Adjust instruction in the moment or for the next day's lesson. Identify and address specific learning gaps or misconceptions immediately. Differentiate activities, resources, or support for individual students or small groups. The effect of this root cause is that instruction may proceed at a fixed pace, missing opportunities to reteach struggling students or provide enrichment for those who have already mastered the content, thus hindering student achievement and instructional efficiency.

Root Cause Category

Data Analysis

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

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Indicator 7 growth and achievement are below the state average.



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We need to build and sustain systems for finding, funding, and assessing PK.

Provide a brief description of this Root Cause.

This root cause identifies a multi-faceted failure in the essential operations required to run a successful PK program: Finding (Identification/Enrollment): Systems for easy enrollment for parents to comply with licensing systems and standards, school district systems and standards, and UPK systems and standards. Also establishing community partners to identify all children eligible. Funding: Systems to maximize a fully-funded program within the changing budgets and funding streams of early childhood education. Student assessment: Systems to coordinate all assessments of a student beginning with early intervention through exiting preschool and then to kindergarten including all stakeholders.

Root Cause Category

Infrastructure (data, systems, identification)

Explain how this Root Cause was selected and verified, including any protocols used and stakeholder groups that were included in the Root Cause identification process.

Selection and Verification Protocol The selection and verification of this Root Cause typically follows a multi-step protocol: 1. **Problem Definition and Data Collection** Data Analysis: Extensive quantitative and qualitative data is gathered and analyzed. **Quantitative Data:** Exam scores, standardized test results, classroom assessment data (summative), and student growth metrics are reviewed. **Qualitative Data:** Teacher surveys, classroom observations, lesson plan reviews, and interviews with students and teachers are conducted to understand instructional practices. **Initial Hypotheses:** Initial hypotheses for the cause are formulated (e.g., lack of training, poor curriculum, or, in this case, a gap in data utilization). 2. **Root Cause Analysis (RCA)** A Fishbone Diagram was used to drill down from the initial problem to the fundamental cause. **Stakeholder Groups Included** Identifying a systemic root cause like this requires input from all levels of the educational system. The following key stakeholder groups would typically be included: 1. **Instructional Staff (The 'Doers')** Classroom Teachers: Provide critical qualitative data on current practices, barriers to using data (e.g., time, training, system complexity), and the reality of daily instruction. They are essential for verifying the cause's impact. 2. **Leadership and Administration (The 'Systemic View')** School Administration (Principals, Vice-Principals): Provide the organizational context regarding school-wide data policies, professional development offerings, observation protocols, and the necessary time/resources allocated for data analysis. District Office Staff (Curriculum and Instruction, Assessment): Offer insights into system-level supports, training programs, assessment infrastructure, and data management systems. They ensure the solution aligns with broader goals. 3. **Data and Performance Experts** External Consultants/Academic Experts: May be brought in to validate the process, confirm the finding against research, and ensure that the root cause is truly fundamental and not just another symptom.

Major Improvement Strategies



Inform daily instruction in math, ELA, and PK

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Use formative data to inform daily instruction in math, ELA, and preschool There is a disconnect between gathering information about student learning and applying that information to immediate teaching decisions. In essence, while formative data (such as exit tickets, quick checks for understanding, observations, or brief quizzes) is being collected, it's not consistently or skillfully used to: Adjust instruction in the moment or for the next day's lesson. Identify and address specific learning gaps or misconceptions immediately. Differentiate activities, resources, or support for individual students or small groups. The effect of this root cause is that instruction may proceed at a fixed pace, missing opportunities to reteach struggling students or provide enrichment for those who have already mastered the content, thus hindering student achievement and instructional efficiency.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to use formative data to inform daily instruction.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see in adult behaviors or school systems?

Teachers will collect data to inform daily instruction

Who will monitor these milestones?

Implementation Milestone	Date
100% of teachers will collect data to inform daily instruction as measured by a review of data notebooks.	01 / 30 / 2025
80% of teachers will use the data notebooks to analyze data, to group students as measured by a review of student groupings and notebooks.	03 / 30 / 2025
80% of teachers will evaluate the effectiveness of their universal instruction as measured by a review of teacher written goals for the 2026-27 school year.	05 / 15 / 2025



Action Plan

Action Step	Responsible Party	Start Date	End Date
Identify a format for data notebooks		10 / 02 / 2025	10 / 30 / 2025
Identify time intensive progress monitoring data collection calendar		10 / 02 / 2025	10 / 30 / 2025
Train staff on format of data notebooks.		11 / 04 / 2025	11 / 18 / 2025
Identify and create a data analysis protocol.		12 / 10 / 2025	01 / 09 / 2026
Create data analysis calendar (monthly) w/partner and coach		12 / 10 / 2025	01 / 09 / 2026
Train teachers to analyze standards-based formative assessments.		12 / 10 / 2025	01 / 30 / 2026
Build professional goals for 2026-27 SY on RANDA on universal instruction.		04 / 15 / 2026	05 / 15 / 2026



Align instruction to math standards

Major Improvement Strategy Category

Instructional Leadership

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Align instruction to standards in math. There is a misalignment between the stated grade-level math standards (the what students are expected to learn) and the actual delivered instruction (the how and when it's taught). This issue is typically caused by: Curriculum Drift: Teachers using outdated materials, spending too much time on non-essential topics, or omitting critical skills. Lack of Rigor: Instruction focusing only on basic procedures without addressing the conceptual understanding and real-world application required by the standards. Assessment Disconnect: Quizzes and tests measuring content that is either below the standard's complexity or completely unrelated to the intended learning objective. The resulting effect is that students may complete their math courses without mastering the knowledge and skills necessary for the next grade level or for standardized assessments.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to make sure our instruction aligns to standards.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
100% of teachers demonstrate knowledge of standards ensuring instruction builds on prior standards by a review of lesson plans and instruction.	01 / 15 / 2026
100% of lesson plans reference and align to state math standards.	03 / 17 / 2026

What improvement do you expect to see in adult behaviors or school systems?

Instruction is intentionally planned and delivered aligned to standards.

Who will monitor these milestones?

Walkthrough observation data shows at least 90% of observed lessons are aligned to grade level standards. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
PLC discussions to review how current standards connect to prior learning.		10 / 02 / 2025	05 / 15 / 2026
Professional development on the progression of math standards using the resources in the curriculum.		10 / 02 / 2025	05 / 15 / 2026
Incorporate prerequisite skills checks into lesson planning to address gaps using NWEA skills checklist.		10 / 02 / 2025	01 / 30 / 2026
Develop a walkthrough observation tool that specifically checks for standards alignment.		01 / 08 / 2026	01 / 30 / 2026
Share exemplar lessons and model aligned instructional practices.		10 / 16 / 2025	05 / 15 / 2026
Conduct regular classroom walkthroughs and provide timely coaching and feedback.		11 / 06 / 2025	05 / 15 / 2026



Systems for PK

Major Improvement Strategy Category

Family and Community Engagement

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Define, refine, sustain, and grow systems for finding, funding, and assessing PK students. Create sustainability and flexibility in the essential operations required to run a successful PK program: Finding (Identification/Enrollment): Systems for easy enrollment for parents to comply with licensing systems and standards, school district systems and standards, and UPK systems and standards. Also establishing community partners to identify all children eligible. Funding: Systems to maximize a fully-funded program within the changing budgets and funding streams of early childhood education. Student assessment: Systems to coordinate all assessments of a student beginning with early intervention through exiting preschool and then to kindergarten including all stakeholders.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to build and sustain systems for finding, funding, and assessing PK.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

	Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems?	Document a system to ensure comprehensive, equitable outreach and a standardized enrollment process to identify all eligible children, especially those most in need.	01 / 15 / 2026
Define systems for Preschool		
Who will monitor these milestones?	Document a clear process for funding and reconciliation of funding for preschool.	03 / 17 / 2026
	Utilize a functional data system for tracking student progress for the entire preschool experience using TS GOLD.	05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
100% of teachers will be current with IRR certification.		01 / 09 / 2026	05 / 15 / 2026
Train teachers with CDE around timely finalization of initial data in TS GOLD.		10 / 09 / 2025	01 / 14 / 2026
Create a system of data sharing between Child Find, sped evaluators, and teachers.		10 / 15 / 2025	01 / 15 / 2026
Weekly meetings to refine registration process.		10 / 01 / 2025	05 / 15 / 2026
Document indicators for 3 year-olds not on IEPs		10 / 02 / 2025	05 / 15 / 2026
Create a monthly audit and reconciliation system for each preschool student.		10 / 15 / 2025	05 / 15 / 2026



Improve ELA WIN time

Major Improvement Strategy Category

Data-Informed Instruction

Provide a description of the Major Improvement Strategy, indicating the school's specific focus for the year.

Clarify and refine how data is used to inform instruction during ELA WIN time. While a flexible block of time exists for targeted support (WIN Time), its effectiveness is limited by a lack of rigor and precision in its application. Specifically, the core problem is a failure to consistently and accurately: Use data (from formative assessments, screeners, etc.) to precisely identify the specific skills, standards, or students needing intervention or enrichment. Align the activities and instruction provided during WIN Time directly to those data-identified needs. Monitor progress during WIN Time and use that real-time information to flexibly adjust student groupings and intervention strategies. The effect is that the interventions may be generic, untargeted, or inconsistent, resulting in learning gaps persisting despite the time being set aside to close them.

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- We need to refine the use of WIN time to provide data-informed interventions.

Describe the evidence/research that supports this Major Improvement Strategy.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

Implementation Milestone	Date
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95% of required formative data collections in DIBELS as recommended by the READ Act.	01 / 15 / 2026
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What improvement do you expect to see in adult behaviors or school systems?

Clarify how data is used to inform instruction during ELA WIN time.

30% of students in intervention groups who

Who will monitor these milestones?

demonstrate master of targeted skills will transition to a new group.

Make 1 major adjustment to the core ELA curriculum pacing guide that is directly driven by patterns identified in formative data for WIN time. 05 / 15 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Formally document PM calendar.		11 / 20 / 2025	11 / 28 / 2025
Identify the top 3 most frequently assigned WIN topics/skills across the building.		10 / 15 / 2025	05 / 01 / 2026
Google scheduled emails for reminders to complete PM.		11 / 18 / 2025	11 / 28 / 2025
Establish visible tracking for PM completion.		11 / 28 / 2025	01 / 15 / 2026
Define mastery criteria for all common WIN intervention skills (e.g. 3 consecutive successful data point)		01 / 15 / 2026	03 / 20 / 2026
Document a transition protocol create a simple documented 3-step protocol		01 / 30 / 2026	03 / 27 / 2026
If movement rate in the MOY checkpoint report is <25% team meets with low performing classes to diagnose barriers.		02 / 17 / 2026	03 / 17 / 2026
Develop adjustment to the pacing guide proposal based on root cause analysis.		04 / 01 / 2026	05 / 15 / 2026
Communicate the finalized adjustment to the pacing guide for the following year to staff.		05 / 01 / 2026	05 / 01 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree

Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.

All Schools and Districts I agree

Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.

All Schools and Districts I agree

OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.

Title I, Part A Schoolwide Plan I agree

Attachments

- Final_~V1 Sherman Early Childhood Center UIP 2025-26.pdf



Application for Ed-Flex Title I Schoolwide Waiver Signature Page

Instructions: Please obtain the signatures listed below. Upload this signature page into the online Schoolwide waiver form before submitting the waiver.

Name of School: Sherman Early Childhood Center
School Code: 1854
Name of District: Morgan County School District Re-3
District Code: 2405

Part 4: Certification

The signatures below certify that the required Schoolwide planning process has been completed prior to the submission of this waiver application. In addition, the undersigned clearly understand and agree that if the evaluation criteria are not met, the waiver will be terminated, and the school will be ineligible to reapply for this waiver under the State's current Ed-Flex authority.

Signature of Teacher on SAC: Fam Watson Date: 10/17/25

Signature of Parent/ Guardian on SAC: [Signature] Date: 10/17/25

Signature of Chairperson on SAC: [Signature] Date: 10/17/25

Signature of School Principal: [Signature] Date: 10/17/25

Signature of Superintendent: [Signature] Date: 10/17/25

Date of Approval by LEA Board of Education: 10/20/25



Vocational Advisory Council
(And Vocational Program Advisory Committees)

The Board of Education shall appoint a vocational advisory council which shall assist the Board and administration in overall promotion, planning, coordination and evaluation of all district vocational education programs. The council shall study issues, offer advice and make recommendations regarding:

1. Current job needs
2. Relevance of current training programs
3. Reduction, deletion or expansion of programs
4. Initiation of new programs
5. Financial and legislative support
6. Promotion of vocational education in the schools and in the community

The advisory council shall provide for input from vocational program advisory committees which will include committees representing consumer and family studies, vocational agriculture, marketing, and business/office programs.

The Board of Education will direct the organization of an advisory council that will include among its members representatives from each of the above-named committees. This council should not simply be the district accountability committee, but a council formed with the express purpose of serving the needs of the Re-3 vocational education programs. The council should be charged to meet quarterly.

The Board also shall appoint an advisory committee for each vocational education program provided by the district. Program advisory committees shall assist vocational instructors and administrators in establishing, operating and evaluating programs to serve the needs of students, business and industry and shall provide expertise pertaining to technological change.

Each program advisory committee shall be representative of the occupations in the community for which training is provided. The vocational instructor shall serve as an ex officio member of the committee.

The Board shall approve written guidelines or operational procedures (by-laws) for the advisory council and each program committee which shall specify its composition, length of terms, responsibilities and rules for conducting business.

Adopted October, 1995

LEGAL REFS: C.R.S. 23-8-103(2)(c)
C.R.S. 23-60-303
Rules for Administering State Assistance for Vocational Education,
1984, Section IV

CROSS REFS: AE, Accountability/Commitment to Accomplishment
IHAI, Vocational-Technical Education