

Regular Meeting

Monday, October 19, 2026 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. Policies - CASB Special Policy Updates - First
Reading

4.B. FFA Ag Industry Tour Overnight Trip

5. CONSENT AGENDA

5.A. Personnel Action Report

5.B. Approval of Consent Agenda

6. ACTION ITEMS

6.A. Unified Improvement Planning for 2026-2027
School Year

6.B. Approve the FFA Ag Industry Tour Overnight
Trip

7. NEWSLETTERS

8. ADVANCED PLANNING

8.A. The next Board of Education Meeting is November 2, 2026.

9. **CLOSING ACTIVITIES**

9.A. Adjournment

**BOARD OF EDUCATION
OCTOBER 05, 2026
MINUTES**

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 7:00 p.m. on October 5, 2026, in the Board Room at the District Support Center with the following members present: Mrs. Christi Chisum, Mrs. Amy Grantham, Mrs. Nancy Hopper, Mrs. Kati Jess, Dr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also, in attendance were Mr. Rob Sanders, Superintendent, Dr. Rena Frasco, Assistant Superintendent, and Ms. Toni Miller, Chief Financial Officer.

B. Approval of Previous Minutes

Mrs. Kati Jess made a motion to approve the minutes from the regular meeting on September 14, 2026, as presented. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Agenda Changes; Approval of Agenda

Mrs. Mindy Smith made a motion to approve the agenda, as presented. Mrs. Christi Chisum seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

OPPORTUNITY FOR AUDIENCE

None

REPORTS

- A. Fort Morgan High School Representative – Ms. Victoria Tellez Alvarado
Ms. Victoria Tellez Alvarado was absent.

B. Board – Mrs. Nancy Hopper

Mrs. Nancy Hopper reported on the upcoming Great Education Colorado Annual Lunch scheduled for this Friday October 9th 11:00 AM - 2:00 PM . This event was previously held at the Botanical Gardens but this year will be held at the Denver Art Museum. Tickets are \$150.00 per plated seat (sponsored/reserved by CASB.) Extra seats are available; board members interested in attending should coordinate for transportation.

The upcoming Colorado Association of School Boards (CASB) Winter Conference will be held December 3rd-5th at the Broadmoor in Colorado Springs. A new "Women in Leadership" session is scheduled during the conference (tentatively 9:00 AM – 10:15 AM). Event details were distributed to female board members; available to others upon request.

Mrs. Nancy Hopper registered as the delegate for the Colorado Association of School Boards (CASB) follow up delegate and business meeting. Board members were advised

to review individual schedules and exercise fiscal caution regarding conference travel and attendance commitments given current budget constraints. Tentative reservations have been made by administrative staff.

Mrs. Nancy Hopper presented information on the Federal (SGO) Scholarship Granting Organization Voucher Program. Rules were officially released today, Governor Polis signed Colorado on to the program prior to the release of the final federal rules. There is a tax credit mechanism that allows tax credit donations up to \$1,700 (individual) or \$3,400 (couples) to support students attending private schools, with a full refund provided against taxpayer liabilities. The current rules limit participation to private schools. While local direct impact to Fort Morgan schools may be minimal, CASB will provide further briefings on potential statewide public school funding implications.

B. Superintendent – Mr. Rob Sanders

Mr. Rob Sanders gave a report on Student Enrollment and October count update. Student enrollment decline is affecting most school districts across Colorado, with only a few specific areas (such as Windsor and Johnstown-Milliken) experiencing growth. The district proactively budgeted for a reduction in student enrollment for the current school year (budgeted for approximately 80 fewer students than the prior year). The district recorded a preliminary total of 261 students who left the district since last school year. 136 students transferred to other public school districts within Colorado. 39 students moved out of state. 10 students moved to another country. 31 students enrolled in non-district online programs (*Note: 31 additional students transferred into the district's internal online program, which is not counted as a transfer out*). 25 students enrolled in private or non-public institutions. 23 elementary students with no available records or successful parental contact. 11 students awaiting transfer documentation from receiving schools. 8 students transitioned to home education. Administrative estimates suggest approximately 200 new students have enrolled in the district, which could bring the estimated net loss to around 60–90 students (subject to official count verification). Administrative discussions clarified the complexity of tracking student mobility across the official October count window. Final verified figures will be finalized following state reporting submissions. Last year, the district lost approximately 180 students gross (reduced to a net loss of ~70 through state averaging), resulting in a budget impact of roughly \$1.4 million. The state previously calculated funding using the higher of current year enrollment or a 5-year average. The state transitioned to a 3-year averaging system last year. The state is introducing a new "smoothing factor" (stabilizing factor). For the current fiscal year, a "no harm, no foul" provision is expected to allow districts to continue using 3-year averaging before mandatory transition to the new smoothing factor rules in subsequent years.

C. Assistant Superintendent Curriculum/Assessment – Dr. Rena Frasco

Dr. Rena Frasco presented the Unified Improvement plans (UIP) status and timeline. Drafts are due to the state for preliminary review on October 15. Completed UIPs are not up for formal action tonight; all final plans will be submitted to the Board for review

and feedback at the next meeting. Pioneer Elementary, High School & Lincoln are working with consultant Cindy Ward (Onward Consulting) to finalize plans this week. Baker Elementary is nearing completion. Dr. Rena Frasco assisted Shelly Carlson and Pam Watson from Columbine Elementary on their UIP's due to dual immersion program structure affecting the School Performance Framework accuracy; goals are targeted around math and reading. Green Acres Elementary & Fort Morgan Middle School are focusing on multi-year priority areas similar to last year. Pioneer remains on "On Watch" status, qualifying the district to apply for additional Empowering Action for School Improvement (EASI) grant funds (application opened late last week). The district's core improvement focus plans center on math achievement, math, growth, and reading instruction. Columbine & Sherman are launching myView ELA curriculum. Green Acres & Pioneer are doing Year 2 of Wonders curriculum implementation and Baker is in year 1 implementation of CKLA (3rd Edition.) Instructional emphasis remains on high-quality first instruction using Public Education Business Coalition (PEBC) workshop models, supported by grant funding (particularly at the middle school level). Mrs. Nancy Hopper shared positive feedback from recent site visits across all district buildings, noting that staff expressed strong enthusiasm and optimism regarding the start of the school year.

D. Assistant Superintendent Human Resources – Mr. Jason Frasco
Mr. Jason Frasco was absent.

E. Chief Financial Officer – Ms. Toni Miller
Ms. Toni Miller presented the supplemental budget resolution for the 2025-2026 School Year Federal Grants Fund. During the audit for the fiscal year ending June 2026, auditors identified a discrepancy in the original resolution signed in January regarding the expenditure authorization amount for federal grant funds. The amended resolution corrects the authorized expenditure amount for federal grants to \$2,460,208. This updated figure matches the financial details previously submitted to the Board and published on the district website. The Federal Grants Fund is a pass-through ("in-and-out") fund that does not affect net revenue or district reserves; the adjustment addresses an administrative oversight from the original January authorization. Approval and execution of the updated resolution is required to satisfy auditor compliance standards for the 2025–2026 financial audit.

DISCUSSIONS ITEMS

A. 2026-2027 Stipend List - Corrected from previous Board Meeting.
The corrected 2026-2027 Stipend List was presented with no discussion.

B. 2026 Longevity Bonuses- Corrected from previous Board Meeting.
The corrected 2026 Longevity Bonuses were presented with no discussion.

C. Policies - CASB Special Policy Updates - Third Reading
These Policies were presented for a Third reading with no discussion.

- DJB, Federal Procurement
- DJB-R, Federal Procurement
- GBI, Criminal History Record Information
- JLCB, Immunization of Students
- JLCB-R, Immunization of Students
- JLF, Reporting Child Abuse and Child Protection Procedures
- JLF-R, Reporting Child Abuse and Child Protection Procedures

Suspended approval of Policy GBEB to be reviewed by Attorney

- GBEB, Staff Conduct (And Responsibilities)

D. Policies - District Revisions - Third Reading

This Policy was presented for a third reading with no discussion.

- IHCD - Concurrent Enrollment

E. Monetary Donation

The Monetary Donation from United Presbyterian Church for Mission of the Month Books for Sherman was presented with no discussion.

CONSENT AGENDA

- A. Personnel Action Report
- B. Claims and Accounts
- C. Approval of Consent Agenda

Mrs. Amy Grantham made a motion to approve the consent agenda as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

ACTION ITEMS

A. Consideration to Approve the 2025-2026 Supplemental Budget Resolution II
Dr. John Prouty made a motion to approve the 2025-2026 Supplemental Budget Resolution II. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

B. Board Members Abstain from Voting for the 2026-2027 Stipends. The Board noted that specific members would abstain from voting on approving individual personnel/action items where a conflict of interest or personal relation exists.

- Mrs. Chisum: Abstaining from the vote regarding her husband, Harrison Chisum.
- Mrs. Katie Jess: Abstaining from the vote regarding herself.
- Mrs. Smith: Abstaining from the vote regarding her husband, Eric Smith.

C. Consideration to Approve the 2026-2027 Stipends for Mr. Harrison Chisum.
Dr. John Prouty made a motion to approve the 2026-2027 Stipends for Mr. Harrison Chisum. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 6; "NAY"

0; "ABSTAIN" 1; "ABSENT" 0. Mrs. Christi Chisum abstained from the vote. Motion carried.

D. Consideration to Approve the 2026-2027 Stipend for Mrs. Kati Jess.
Mrs. Mindy Smith made a motion to approve the 2026-2027 Stipend for Mrs. Kati Jess.
Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 1; "ABSENT" 0. Mrs. Kati Jess abstained from the vote. Motion carried.

E. Consideration to Approve the 2026-2027 Stipend for Mr. Eric Smith.
Dr. John Prouty made a motion to approve the 2026-2027 Stipend for Mr. Eric Smith.
Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 0; "ABSTAIN" 1; "ABSENT" 0. Mrs. Mindy Smith abstained from the vote. Motion carried.

F. Consideration to Approve the Corrected 2026-2027 Stipend List.
Mrs. Mindy Smith made a motion to approve the Corrected 2026-2027 Stipend List.
Mrs. Christi Chisum seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

G. Board Members Abstain from Voting for the 2026-2027 Longevity Bonuses.
The Board noted that specific members would abstain from voting on approving individual personnel/action items where a conflict of interest or personal relation exists.

- Mrs. Nancy Hopper: Abstaining from the vote regarding her daughter-in-law, Mrs. Valerie Hopper.
- Mrs. Mindy Smith: Abstaining from the vote regarding her sister, Mrs. Valerie Hopper.

H. Consideration to Approve the 2026-2027 Longevity Bonus for Mrs. Valerie Hopper.
Dr. John Prouty made a motion to approve the 2026-2027 Longevity Bonus for Mrs. Valerie Hopper. Mrs. Christi Chisum seconded the motion. On Roll Call vote, "AYE" 5; "NAY" 0; "ABSTAIN" 2; "ABSENT" 0. Mrs. Nancy Hopper and Mrs. Mindy Smith Abstained from the vote. Motion carried.

I. Consideration to Approve the Corrected 2026 Longevity Bonuses.
Mrs. Mindy Smith made a motion to approve the Corrected 2026 Longevity Bonuses.
Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

J. Consideration to Approve Policies - CASB Special Policy Updates - Third Reading.
The Policies are:

- DJB, Federal Procurement
- DJB-R, Federal Procurement
- GBI, Criminal History Record Information
- JLCB, Immunization of Students

- JLCB-R, Immunization of Students
- JLF, Reporting Child Abuse and Child Protection Procedures
- JLF-R, Reporting Child Abuse and Child Protection Procedures

Suspended approval of Policy GBEB to be reviewed by Attorney

- GBEB, Staff Conduct (And Responsibilities)

Dr. John Prouty made a motion to approve Policies - CASB Special Policy Updates - Third Reading. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

K. Consideration to Approve Policy IHCD - Concurrent Enrollment.

Mrs. Mindy Smith made a motion to approve Policy IHCD - Concurrent Enrollment. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

L. Consideration to Approve the Monetary Donation from the United Presbyterian Church for Mission of the Month Books for Sherman.

Mrs. Mindy Smith made a motion to approve the Monetary Donation from the United Presbyterian Church for Mission of the Month Books for Sherman. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

ADVANCED PLANNING

A. The next Board of Education Meeting is October 19, 2026.

B. Fort Morgan High School FFA Oyster Fry and Hired Hand Auction is October 17, 2026 Starting at 5 PM and the Auction starting at 7 PM

ADJOURNMENT

The regular meeting adjourned at 7:20 p.m.

Respectfully submitted,

Kati Jess, Board Secretary

Nancy Hopper, Board President

/bs

Great Education Colorado

15th Annual Luncheon

*Celebrating the Champions Who
Enrich the Lives of Our Students*

October 9, 2026

11:00 AM – 2:00 PM

Denver Art Museum



**GreatEducation
C O L O R A D O**



Speakers

Lea Steed

Director of Equity Matters
Great Education Colorado

Lisa Weil

Executive Director
Great Education Colorado

Jimmy Lee Day

2023 Colorado
Teacher of the Year

Kathy Gebhardt

Member, State Board of Education

Daja Woods

Safe & Seen Youth Council
Every Student Welcome Network

Rep. Jennifer Bacon

Assistant Majority Leader
Colorado General Assembly

Panelists

Michelle Bucher

Adams City High School

Karyme Chavez

Center High School

Soren Damon

DSST Green Valley School

Matthew Jimenez

Grandview High School

Lidya Melaka

Regis High School

ZeaVeon Shorter

Sierra High School

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Pioneer Elementary School	NA - NA	9708672080
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Comprehensive Support and Improvement - Lowest 5 Percent - On Watch Year 2 On Watch		
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 traditional elementaries. Pioneer Elementary serves approximately 245 students in grades K-5. Of these 245 students, approximately 80% are Free-and-Reduced Lunch eligible, 86% are minority students, 45% are multilingual learners, 19% are on IEPs, 3% are Gifted and Talented, and 4% are migrant students. Pioneer Elementary is home to approximately 28 certified teachers and 21 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, received an EASI Grant in spring 2023 for a diagnostic review and facilitated planning support for school improvement, and received an Early Literacy Professional Development Grant this year to have most K-3 and literacy teachers trained in the Science of Reading.		

School Contact Information

Name: Adrianna Nickell
Title: Principal
Phone: 9703706234
Email: adrianna.nickell@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

Student Performance Priority Summary

- **ELA Data Analysis and overall summary:** Using the state and local data analysis below, it is obvious that student achievement and growth in ELA is a priority for Pioneer Elementary. Our state and local data in ELA is well below the norm. Additionally, there are achievement and growth gaps in ELA between All Students/Non-MLs and our MLs. This is significant because MLs make up nearly half our student population. The most alarming trend is our growing percentage of SRD students nearly approaching half of all students at Pioneer qualifying for an SRD. This being said, improving achievement and growth in ELA for all students while considering the gaps between MLs and nonMLs are essential student performance priorities for Pioneer Elementary School. We believe these challenges are directly connected to our ESSA identification for comprehensive support and have prioritized these challenges to address ESSA identification.

State CMAS ELA Achievement

(see CDE dashboard bar graph - adding the image here took all of my character-count allowance, so I had to remove it)

ELA Achievement on CMAS for All Students has remained flat and below state expectations. There is an obvious growing achievement gap between our MLs and NonMLs - this is significant because MLs represent nearly half our student population. Additionally, ELA Achievement on CMAS for Students on IEPs is low and flat, and there is a large achievement gap between students on IEPs and students non on IEPs.

State CMAS ELA Growth

(see CDE dashboard bar graph - adding the image here took all of my character-count allowance, so I had to remove it)

I removed the FRL and Minority student data from this bar chart because most of our students are minority and FRL, so there wasn't enough Non-FRL and non-Minority data to produce a bar in this chart. ELA Growth on CMAS for All Students was decreasing, but has been increasing and approaching state expectations. However, there is a significant (13 point) growth gap between our MLs and Non-MLs. This is significant because MLs represent nearly half our student population.

Local ELA Achievement: Spring NWEA Reading Achievement (% of students with achievement at least 40th percentile)

	All students Reading (1st-5th)	All students Language Usage (3rd-5th)	ELL Reading	ELL Lang. Use	SPED Reading	SPED Lang. Use
Spring 2023	41%	46%	NA	NA	NA	NA
Spring 2024	45%	47%	NA	NA	NA	NA
Spring 2025	32%	40%	13%	12%	8%	10%
Spring 2026	38%	NA	23%	NA	14%	NA

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. Additionally, the district did not assess Language Usage with NWEA in the 2025-2026 school year. The percent of all students achieving above the 40th percentile in reading on NWEA is increasing since the dip between the spring 24 and spring 25, but is still low. This is significant because it indicates that 62% of Pioneer students have achievement below the 40th percentile in Reading. English Learners and students on IEPs with achievement above the 40th percentile did increase, but there is an obvious achievement gap between ELs and SPED students in reading.

Local ELA Growth: NWEA ELA (% of students whose growth was above the 40th percentile from Fall NWEA to Spring NWEA)

	All students Reading (1st-5th)	All students Language Usage (3rd-5th)	ELL Reading	ELL Lang. Use	SPED Reading	SPED Lang. Use
2022-2023	55%	53%	NA	NA	NA	NA
2023-2024	45%	53%	NA	NA	NA	NA
2024-2025	47%	53%	49%	51%	45%	50%
2025-2026	50%	NA	47%	NA	43%	NA

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. Additionally, the district did not assess Language Usage with NWEA in the 2025-2026 school year. 50% of Pioneer students have NWEA Reading growth above the 40th percentile. Our EL's Reading growth was similar to all students and slightly lower for SPED students' reading growth.

READ Act Data: (% of students with SRD at BOY)

	All	1st	2nd	3rd	4th	5th
2022-2023	NA, District = 29%	NA	NA	NA	NA	NA
2023-2024	36%	9%	10%	8%	3%	6%
2024-2025	26%	10%	11%	10%	6%	1%
2025-2026	32%	30%	21%	35%	34%	39%
2026-2027	43%	41%	54%	50%	44%	30%

Summary: Pioneer has a high percentage of students with a Significant Reading Deficiency - nearly half of all Pioneer students qualify for a Significant Reading Deficiency. It is alarming that these percentages continue to increase year after year.

Math Data Analysis and overall summary: CMAS math achievement is below state average for All Students, and although the achievement of our MLs is higher than their subgroup's state aveage, there is an obvious growth gap between our MLs and non-MLs. Our local data shows ML data more similar to that of All Students, but doesn't allow us to compare non-ML data vs ML data. This being said, math achievement for all and the growth gap between non-MLs and MLs are student performance priorities for Pioneer Elementary School. We believe these challenges are directly connected to our ESSA identification for comprehensive support and have prioritized these challenges to address ESSA identification.

State CMAS Math Achievement

CMAS Math Achievement for ALL students is flat and slowly increasing over the last three years, but still below state average. Our ML achievement, although slightly below that of non MLs, is above ML state average. There is an obvious gap between Students on IEP’s CMAS Math achievement with that of their non-IEP peers.

State CMAS Math Growth

I removed the FRL, IEP, and Minority student data from this bar chart due to low n-size of IEP students, non-FRL, and non-Minority. Math Growth on CMAS for All Students is increasing and above the state median. Although MLs' and non-MLs' growth percentiles are both above the 50th percentile, there is a significant (11 point) growth gap between our MLs and Non-MLs. This is significant because MLs represent nearly half our student population.

Local Math Achievement: Spring NWEA Math Achievement (% of students with achievement at least 40th percentile)

	All students Math	ELL Math	SPED Math
Spring 2023	40%	NA	NA
Spring 2024	47%	NA	NA
Spring 2025	40%	22%	19%
Spring 2026	54%	52%	28%

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. A little more than half of our Pioneer students have math achievement above the 40th percentile. English Language Learner student achievement in math is approaching that of all students, while there remains a significant gap between NWEA math achievement of students on IEPs and All Students.

Local Math Growth: NWEA Math (% of students whose growth was above the 40th percentile from Fall NWEA to Spring NWEA)

	All students Math	ELL Math	SPED Math
2022-2023	57%	NA	NA
2023-2024	59%	NA	NA
2024-2025	54%	49%	48%
2025-2026	51%	48%	41%

Summary: A little more than half of Pioneer students have NWEA Math growth above the 40th percentile; although this percent has been decreasing over the last three years. Growth for English learners is slightly lower than that of All Students, and again there is a significant growth gap between Students on IEPs and All Students.

Note about determining student performance priorities for MLs vs Students with Disabilities

Data analysis reveals notable performance disparities for both Multilingual Learners and Students with Disabilities. Given that MLs constitute a substantial majority of our subgroup population (nearly 50% of total enrollment), primary Tier 1 instructional goals in this plan focus on language acquisition and accessible core instruction to achieve maximum school-wide impact. Individualized strategies for SPED students remain a core focus through targeted Tier 2/3 interventions and specialized programming.

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?

Over the last 3 years, math growth is increasing and above state average. Current CMAS math growth is at the 62nd percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS Math Growth will increase to the 75th percentile

What is the 1-year (end of 2026-27) measure and target?

CMAS Math Growth will increase to the 70th percentile

Interim Measure and Target

Mid-year Goal = NWEA Fall 26 to Winter 26 Median Growth Percentile = 55th percentile
1-year Goal = NWEA Fall 26 to Spring 27 Median Growth Percentile = 50th percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

What is the current performance of this Student Performance Priority?

Over the last 3 years, math achievement is slowly increasing and below state average. Current CMAS math achievement is at the 27th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS Math Achievement will increase to the 50th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS Math Achievement will increase to the 40th percentile.

Interim Measure and Target

NWEA Fall Math Achievement is at at the 41st percentile, 21% of students are above the 60th percentile NWEA Winter Assessment, 35% of students will be above the 60th percentile in math achievement.
NWEA Spring Assessment, 40% of students will be above the 60th percentile in math achievement.

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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 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?

Over the last 3 years, ELA CMAS achievement is flat and well below state average. Current CMAS ELA achievement is at the 4th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Achievement will increase to 25th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Achievement will increase to 10th percentile.

Interim Measure and Target

NWEA Fall Reading Achievement is at at the 24th percentile, 19% of students are above the 60th percentile NWEA Winter Assessment, 30% of students will be above the 60th percentile in reading achievement.
NWEA Spring Assessment, 35% of students will be above the 60th percentile in reading achievement.

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

What is the current performance of this Student Performance Priority?

Over the last 3 years, ELA CMAS growth is increasing and approaching state average. Current CMAS ELA growth is at the 47th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Growth will increase to the 60th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Growth will increase to the 55th percentile.

Interim Measure and Target

Mid-Year Goal: NWEA Reading
Fall 26 to Winter 26 Median
Growth Percentile = 60th
percentile
Mid-Year Goal: NWEA Reading
Fall 26 to Spring 27 Median
Growth Percentile = 50th
percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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.)

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?

CMAS ELA Growth for MLs is at the 36th percentile and went down 13 percentage points from last year while CMAS ELA Growth for All Students is at the 47th percentile and went up 4 percentage points from last year. There is a 11 percentage point gap between our ML Growth percentile and All Students Growth percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Growth for MLs will increase to the 55th percentile

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Growth for MLs will increase to the 45th percentile

Interim Measure and Target

Fall 26 to Winter 26 NWEA
Reading Growth will be at the
55th percentile
Fall 26 to Spring 27 NWEA
Reading Growth will be at the
50th percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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.)

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?

CMAS Math Growth for MLs is at the 56th percentile and increased 6 percentile points from last year. However, CMAS Math Growth for non-MLs is at the 67th percentile and increased 13 percentile points from last year. and went down 13 percentage points from last year. There is a 11 percentage point gap between our ML Growth percentile and All Students Growth percentile.

What is the 2-year (end of 2027-28) measure and target?

We will decrease the growth gap by half again, so this would mean a growth gap of 3 points or less between our ML and nonML CMAS Math Growth percentiles.

What is the 1-year (end of 2026-27) measure and target?

We will decrease the growth gap by half, so the target is that we would see a growth gap of 6 points or less between our ML and nonML CMAS Math Growth percentiles.

Interim Measure and Target Measurement Dates

Our interim measure is the NWEA Math Assessment. We are not able to view growth percentile for non English Learners - we can view growth percentile for All Learners and growth percentile of our English Learners. For this reason, our interim target is that our NWEA Fall to Winter growth for All Learners compared to English Learners is within 5 percentage points of one another. Our interim measure is the NWEA Math Assessment. We are not able to view growth percentile for non English Learners - we can view growth percentile for All Learners and growth percentile of our English Learners. For this reason, our interim target is that our NWEA Fall to Spring growth for All Learners compared to English Learners is within 2 percentage points of one another.

12 / 11 / 2026
05 / 14 / 2027

READ Act Targets

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

Current performance = 44% of 1st-3rd grade Pioneer students at or above DIBELS benchmark at EOY 25-26 and 27% of K-3 Pioneer students are at or above DIBELS benchmark at BOY 26-27

What is the 2-year (end of 2027-28) measure and target?

58% of K-3 Pioneer students are at or above DIBELS benchmark at EOY 27-28. 58% is based on an Above Average Progress setting using the DIBELS Progress-Planning Tool and assuming we have 40% at or above DIBELS Benchmark at BOY 27-28

What is the 1-year (end of 2026-27) measure and target?

47% of K-3 Pioneer students are at or above DIBELS benchmark at EOY 26-27. 47% is based on an Above Average Progress setting using the DIBELS Progress-Planning Tool

Interim Measure and Target

35% of K-3 Pioneer students are at or above DIBELS benchmark at MOY 26-27
End of 3rd Quarter = 95% of Pioneer students at or above DIBELS benchmark at BOY or MOY are making on-track growth as measured by DIBELS progress-monitoring

On what date will the school measure this interim target?

12 / 16 / 2026
03 / 12 / 2027

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

Current performance = 51% of Pioneer students have been identified with a SRD at EOY 25-26 AND 50% of

Interim Measure and Target

On what date will the school measure this interim target?

12 / 11 / 2026
03 / 12 / 2027

Pioneer students have been identified with a SRD at BOY 26-27

What is the 2-year (end of 2027-28) measure and target?

26% of Pioneer students will be identified with a SRD at EOY 27-28 (if we expect Avg Progress according to the DIBELS Progress Planning Tool)

What is the 1-year (end of 2026-27) measure and target?

40% of Pioneer students will be identified with a SRD at EOY 26-27 (if we expect Above Avg Progress according to the DIBELS Progress Planning Tool)

Mid-year Goal = 44% of Pioneer students have been identified with a SRD at MOY 26-27
End of 3rd Quarter = 60% of Pioneer SRD students making growth in their identified Read Act goal area (i.e. NWF, ORF, LNF, etc.) as measured by DIBELS progress monitoring.

Improving Mathematics Outcomes Targets

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

Spring 2026 NWEA Achievement = 52% of Pioneer students below the 40th percentile and Fall 2026 NWEA Achievement = 48% of Pioneer students below the 40th percentile

What is the 2-year (end of 2027-28) measure and target?

Spring 2028 NWEA Achievement = 35% of Pioneer students below the 40th percentile

What is the 1-year (end of 2026-27) measure and target?

Spring 2027 NWEA Achievement = 40% of Pioneer students below the 40th percentile

Interim Measure and Target

Winter 2026 NWEA Achievement = 42% of Pioneer students below the 40th percentile
Quarter 3: less than 40% of students scoring below the 40th percentile on local Quarter 3 unit math assessments

On what date will the school measure this interim target?

12 / 14 / 2026
03 / 12 / 2027

Root Cause Analysis



Math Growth & Achievement



Need for improved use of data/assessment in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP 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 2025-2026 school year, this root cause should continue into the 2026-2027 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 this root cause 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 differentiated support in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



ELA Growth & Achievement



Need for unit internalization

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for unit internalization with an emphasis on grade-level appropriate literacy skills. K-2 has more emphasis on foundational skills while the upper grades emphasizes genre-specific comprehension strategies and extended writing. We adopted new instructional materials in ELA that includes a multitude of resources. Staff want facilitated time in PLC to identify essential student outcomes and to understand how student learning builds within the materials to reach these outcomes. This will help teacher teams identify the most impactful lesson components within each unit to support student learning.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



Need for teaching development in the science of reading

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for professional learning that teaches educators the science of reading and evidence-based literacy instruction. Our Early Literacy Professional Development grant is allowing us to pay teachers for their time as they complete each unit from their LETRS training. The principal and instructional coach will create an encouraged schedule of completion that maps out due dates for completion of each unit as well as facilitated PD that aligns with each LETRS unit.

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. Staff identified this root cause quickly and easily as they read through our alarming rise in SRD percentages. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



Growth gap between MLs and nonMLs in ELA



Need for data-driven unit planning that targets the needs of MLs

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

While teachers engage in regular unit planning, existing planning processes and unit templates do not require or guide teams to analyze ML performance data to design targeted language instruction. As a result, ELA unit plans frequently omit explicit vocabulary/background knowledge instruction and differentiated language scaffolds necessary for MLs to access complex ELA content. This creates a resource inequity: although MLs receive the same amount of core ELA instructional time as their peers, that time is designed primarily for students already proficient in academic English, so MLs have less meaningful access to grade-level instruction.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP 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 2025-2026 school year, this root cause should continue into the 2026-2027 school year, but with the addition of adding a focus on MLs within their unit planning process. 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 this root cause should be carried over, but with the addition of adding a focus on MLs within their unit planning process. 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.



Growth gap between MLs and NonMLs in math



Need for differentiated support in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.

Major Improvement Strategies



Incorporating CRA into our Universal Math Instruction

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

This strategy builds a sustainable, school-wide math vision by establishing coach-facilitated collaborative planning protocols, continuous observation feedback loops, and bilingual family resources to ensure teachers systematically integrate Concrete, Representational, and Abstract progressions into Tier 1 instruction using high-quality instructional materials. The vision for this strategy centers on establishing a shared, school-wide understanding of high-quality math instruction that extends beyond specific curriculum materials. Through structured collaborative planning, teachers intentionally embed the Concrete, Representational, and Abstract (CRA) framework into standards-aligned instruction using High-Quality Instructional Materials (HQIM). Implementation is supported through continuous leadership observation and feedback, ongoing teacher feedback loops, and bilingual home-school communication.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for improved use of data/assessment in math
- Need for differentiated support in math

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: The What Works Clearinghouse rated the use of concrete and semi-concrete representations connected to abstract representations, the core of the CRA sequence, as supported by strong evidence for elementary students who struggle in mathematics (Fuchs et al., 2021). In addition, a meta-analysis of 30 studies found that CRA instruction produced a statistically significant positive effect on students' math performance (Ebner et al., 2025). CRA is well suited to English learners because its concrete and representational stages do not depend heavily on language, allowing students to build mathematical understanding while their English is still developing (Rhode Island Department of Education, n.d.). Visual representations and models also reduce the language demands of math content (Georgia Department of Education, n.d.), and connecting mathematical language to concrete objects and pictures is a research-based strategy for supporting English learners (Chval & Chávez, 2011).

Rationale: CRA is a strong contextual fit for Pioneer because we have spent the last two years internalizing our instructional materials and aligning our instructional materials to state standards. We are now ready to incorporate the differentiated supports of CRA into our Tier One standards-aligned instruction.

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

EASI Grant; General Fund/Local Funds



LETRS Training-to-Practice in Tier 2

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

This strategy equips K–5 teachers with science-of-reading strategies through structured LETRS training, district implementation guides, and administrative feedback loops to strengthen small-group Tier 2 literacy instruction and engage families in bilingual at-home support. The vision for implementation centers on transforming foundational literacy instruction by translating evidence-based LETRS training directly into daily small-group practice. Through clear quarterly pacing expectations, targeted implementation guides created by leadership, and regular screening data analysis (DIBELS), teachers systematically apply science-of-reading methodologies. Ongoing administrative feedback ensures instructional fidelity, while bilingual family newsletters empower caregivers to reinforce reading development at home.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for teaching development in the science of reading

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: The science of reading has strong research support: the What Works Clearinghouse rated explicit instruction in phonemic awareness, letter-sound connections, and decoding as supported by strong evidence for students in kindergarten through third grade, which aligns with ESSA Tier 1 (Foorman et al., 2016). LETRS is professional learning designed to build teachers' knowledge of these practices, and a randomized study found that LETRS-based training significantly increased teachers' knowledge of scientifically based reading instruction (Garet et al., 2008). In addition, the What Works Clearinghouse practice guide for students in grades 4 through 9 rated two foundational skills practices as supported by strong evidence (ESSA Tier 1): building students' decoding skills so they can read complex multisyllabic words, and providing purposeful fluency-building activities so students read effortlessly (Vaughn et al., 2022). LETRS builds teacher knowledge of these same skills, and a statewide study found that schools with more LETRS-trained K–5 teachers saw stronger growth in reading proficiency and larger reductions in students scoring at the novice level (Kentucky Reading Research Center, 2026). Rationale: This is a strong contextual fit for Pioneer because it allows us to build a comprehensive schoolwide approach to K-5 literacy instruction built on shared knowledge, common language which means students will experience coherent instruction as they move from grade to grade rather than a different philosophy in each classroom.

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

Other CDE Grant; General Fund/Local Funds



ELA Unit Internalization that Emphasizes Supporting the Needs of MLs

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

This strategy establishes a collaborative unit internalization protocol that guides grade-level teams to analyze curriculum learning arcs, embed explicit English Language Development (ELD) scaffolds into literacy units, and continuously evaluate Multilingual Learner (ML) assessment data to ensure

equitable access to High-Quality Instructional Materials (HQIM). The vision for implementation focuses on embedding proactive language support directly into core ELA planning rather than treating accommodations as an afterthought. Guided by an instructional coach and supported by protected collaborative time with ELD specialists, teacher teams deeply internalize unit learning goals, identify critical lessons, and evaluate student work to determine the effectiveness of embedded scaffolds. Continuous teacher feedback and quarterly iterations of the planning protocol ensure that instructional practices remain responsive to the evolving literacy needs of Multilingual Learners.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for unit internalization
- Need for data-driven unit planning that targets the needs of MLs

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: A meta-analysis of 95 rigorous studies found that professional learning produced the strongest student outcomes when it helped teachers learn to use their curriculum materials and understand how students learn the content (Lynch et al., 2019). That depth of understanding includes knowing how skills build over time, which allows teachers to plan instruction along a clear learning progression and connect formative assessment to it so they can identify where students are and what they need next (Heritage, 2008). It also helps teachers protect time for grade-level work, which matters because students in classrooms with more grade-appropriate assignments gained nearly two months of additional learning (TNTP, 2018). With regard specifically to Multilingual Learners, facilitated unit internalization gives teachers dedicated time to identify the background knowledge a unit assumes and plan how to build it before students encounter the texts. It also allows teachers to analyze language demands in advance and plan explicit instruction in academic vocabulary across several days, a practice the What Works Clearinghouse rated as supported by strong evidence for English learners (Baker et al., 2014). Rationale: This is a strong contextual fit for Pioneer because we are in year two of implementation of our ELA instructional materials, providing facilitated planning support for teams of teachers to unpack and internalize units. While we are unpacking and internalizing units, it makes sense for us to do so with the needs of our Multilingual Learners as a clear lens.

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

General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 Awareness - ESSA School Improvement : 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	☒ I agree
Stakeholder Progress Monitoring : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving	Improvement, Priority	

Mathematics Outcomes K-12: Math 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 and Turnaround Plans	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Pioneer Elementary School UIP 2026-27.pdf
- Pioneer Elementary School 2026-2027 Improvement Plan.doc.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

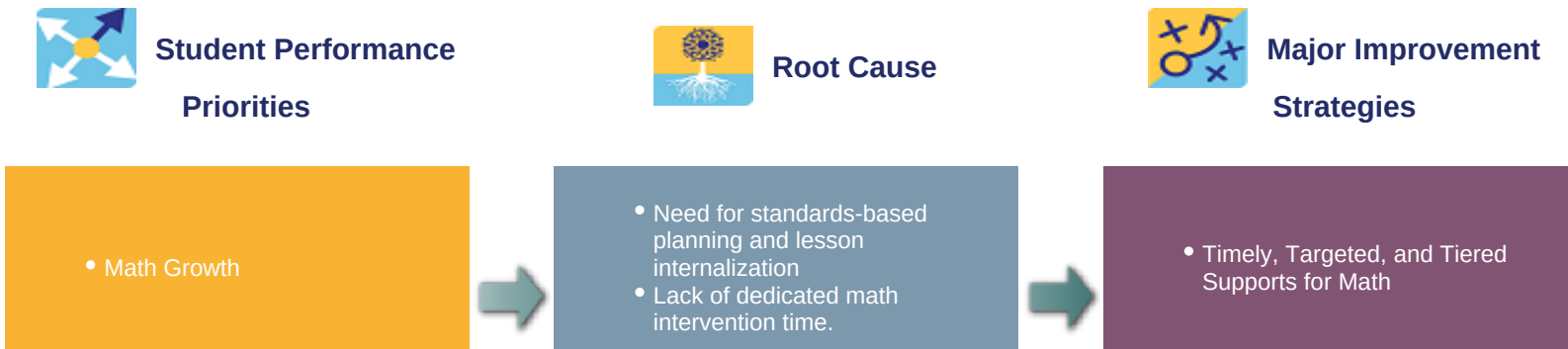
School Name	Grades Served	Phone
Columbine Elementary School	NA - NA	9708677418
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Description		

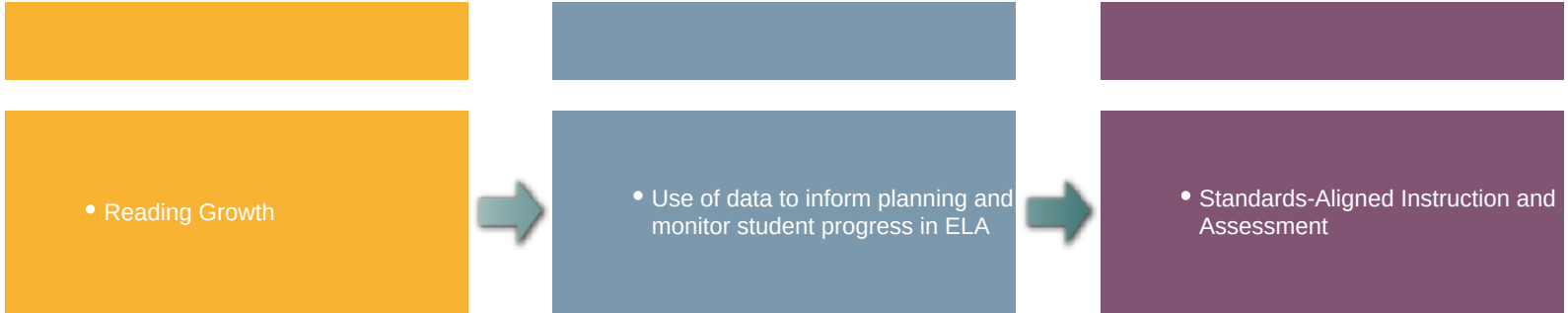
Columbine Elementary School serves about 215 students kindergarten through 5th grade. Columbine's staff includes 12 classroom teachers, 2 special education teachers, 1 reading interventionist, 1 CLD teacher, 2 specials teachers, 1 counselor, 1 instructional coach, 7 paraprofessionals, 1 health aide, 1 administrative assistant, and the principal.

School Contact Information

Name: Shelly Carlson
Title: Principal
Phone: (970)867-7418
Email: shelly.carlson@fortmorgank12.com

Relationship of UIP Elements





Student Performance Priorities

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?

Our current performance on Fall 2026 NWEA data, K-5 students are performing at the 39th percentile for achievement. Currently, 36% of our students are scoring approaching or above in CMAS.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 school year, 51% of our students taking CMAS will score approaching or above.

What is the 1-year (end of 2026-27) measure and target?

By the end of 2026-2027 school year, 46% of our students taking CMAS will score approaching or above.

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

1 2 3 4 5 Kindergarten

Interim Measure and Target

For the winter NWEA math assessment, Columbine will score at the 45th percentile. For the winter NWEA math assessment, Columbine will score at the 50th percentile.

Measurement Dates

12 / 20 / 2026
05 / 27 / 2027

Student Performance Priority: Reading Growth

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.)

All Student Population

What is the current performance of this Student Performance Priority?

Currently, in grades K-3, students are performing at the 31st percentile on Fall 2026 NWEA.

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

1 2 3 Kindergarten

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be performing at the 46th percentile on NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be performing at the 41st percentile on NWEA.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

READ Act Targets

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

Currently, in grades K-3, students are performing at the 31st percentile on Fall 2026 NWEA.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be performing at the 46th percentile on NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be performing at the 41st percentile on NWEA.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

On what date will the school measure this interim target?

12 / 20 / 2026
05 / 15 / 2027

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

30% of our students in grades 1-3 currently have a significant reading deficiency.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028, 15% of our students will have a significant reading deficiency.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027, 20% of our students will have a significant reading deficiency.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

On what date will the school measure this interim target?

12 / 20 / 2026
05 / 27 / 2027

Root Cause Analysis



Math Growth



Need for standards-based planning and lesson internalization

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Because Columbine is essentially a brand new school after redistricting in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. 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 needed to be addressed.



Lack of dedicated math intervention time.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

In the past, math intervention time has not been a priority.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

School leadership has identified the need to put Math W.I.N. (What I need) into the daily instructional schedule. During PLCs, instructional coach for the building and the district math instructional coach is working with teachers on implementing targeted, timely, tiered supports.



Reading Growth



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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Because we are in year 1 of implementing a new ELA program, there is a need to focus on utilizing data for planning and monitoring progress. School leadership and teachers are working to identify strengths and areas of growth while implementing this program.

Major Improvement Strategies



Timely, Targeted, and Tiered Supports for Math

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for standards-based planning and lesson internalization
- Lack of dedicated math intervention time.

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I



Action Plan

Action Step	Responsible Party	Start Date	End Date
Analyze unit assessment data to determine topics for review, reteach, or extension.	Principal, Instructional Coach, District Level Math Instructional Coach, and Teachers	08 / 12 / 2026	05 / 28 / 2027
Designate bi-weekly PLC meeting times for data analysis and reflection	Principal, Instructional Coach, District level math instructional coach and teachers	08 / 12 / 2026	05 / 28 / 2027
Provide tailored Tier 2 support using review of prerequisite skills, extension, reteach, and intervention activities aligned to the scope and sequence.	rincipal, Instructional Coach, District level math instructional coach and teachers	09 / 08 / 2026	05 / 28 / 2027
Create a protocol for unit assessment data meetings and articulate expectations for team reflection.	Principal, Instructional Coach, District level math instructional coach and teachers	09 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers using data to flexibly move students to tiered math support groups

What evidence will you use to measure the improvement?

NWEA and end of unit math assessment

Who will be responsible for measuring implementation progress?

Principal and Instructional Coaches

Implementation Milestones

Implementation Milestone	Date
100% of teachers will understand the role of standards-aligned data & HQIM to provide timely, tiered, & targeted math support	12 / 18 / 2026
60% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support.	05 / 28 / 2027



Standards-Aligned Instruction and Assessment

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

Columbine will work throughout the 2026-2027 school year with all ELA teachers to ensure that we are implementing high-impact, standards based universal instruction with timely, targeted, and tiered supports.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I



Action Plan

Action Step	Responsible Party	Start Date	End Date
Host a quarterly family literacy night.	Teachers	09 / 25 / 2026	05 / 28 / 2027
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 and Instructional Coach with teachers	09 / 29 / 2026	05 / 28 / 2027
Repurpose biweekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal and Instructional Coach	09 / 30 / 2026	10 / 30 / 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 and Instructional Coach with teachers	09 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Targeted instruction on key learning objectives & use of standards-aligned assts	Implementation Milestone	Date
What evidence will you use to measure the improvement?	100% of teacher teams will align grade level standards and end of unit assessments for their second quarter units.	12 / 18 / 2026
DIBELS		
Who will be responsible for measuring implementation progress?	100% of teacher teams will align grade level standards and end of unit assessments for their fourth quarter units.	05 / 28 / 2027
Principal and Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : Stakeholder Input on Plan Development: The plan	All Schools and Districts	☒ I agree

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.

Stakeholder Progress Monitoring : 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
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Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
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Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
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OPTIONAL Title I, Part A Schoolwide Plan : 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
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Files & Trackers

- Final_~V1 Columbine Elementary School UIP 2026-27.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Sherman Language School	NA - NA	9708672998
District Name	Website	State Identification
Fort Morgan Re-3		New School
Federal Identification		
Description		
Sherman Language School is a magnet school in the Fort Morgan School District. The first year of the magnet school is 2026-2027. The school includes grades kindergarten through 5th. There are currently 3 classes in grades K-2, and those students' core classes are Spanish Literacy, English Literacy, and math taught in Spanish. Grades 3-5 have 2 classes each. In 3rd grade, students receive science, social studies, and literacy taught in English, and math and literacy taught in Spanish. in 4th and 5th grades, math and literacy are taught in English, and science, social studies, and literacy are taught in Spanish. There aer 336 students enrolled at Sherman Language School. 72% of the students are Hispanic, 25% are white, 1% are black, and 1% are multiple races. Sherman's staffing includes 15 classroom teachers, 1 reading interventioninst, 1 special education teacher, 1 counselor, 2 1/2 specials teachers, and 8 paraprofessionals.		

School Contact Information

Name: Simone Carruth

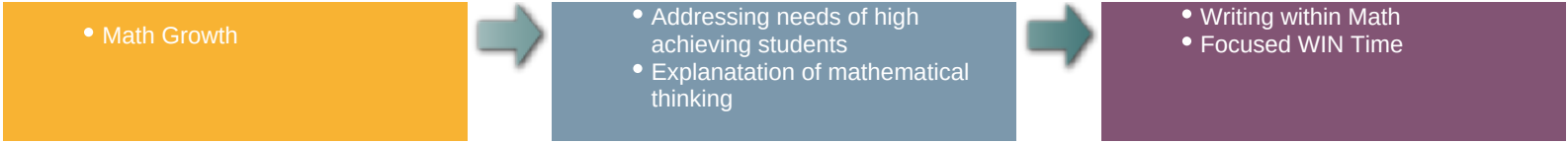
Title: Principal

Phone: 9705420731

Email: simone.carruth@fortmorgank12.com

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- While Sherman Language School is new school, all of the students in grades 2-5 previously attended Columbine Elementary School. Therefore, while CMAS scores are not totally accurate, they can be used in combination with local data to inform the UIP.

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?

Math growth has declined for all students over the past 4 years. from the 48th percentile in 2023 to the 35th percentile in 2026. Growth is decreasing and is below the state expectation.

What is the 2-year (end of 2027-28) measure and target?

Student math growth as measured by CMAS will be at the 50th percentile.

What is the 1-year (end of 2026-27) measure and target?

Student math growth as measured by MAPS/NWEA will be at the 65th 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/MAPS math - baseline data	09 / 03 / 2026
NWEA/MAPS math - the school growth percentile will be at or above 65th	12 / 10 / 2026

READ Act Targets

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

At the end of grade 3 in 2026, of students attending Sherman Language School (tested at Columbine) 76% were either at or above Benchmark as measured by DIBELs. There is no comparative data as we are in our first year.

What is the 2-year (end of 2027-28) measure and target?

Interim Measure and Target

DIBELs progress monitoring - 78% of students at or above Benchmark

On what date will the school measure this interim target?

12 / 16 / 2026
05 / 12 / 2027

At the end of grade 3, 85% of students will be at or above Benchmark as measured by DIBELs.

What is the 1-year (end of 2026-27) measure and target?

At the end of grade 3, 80% of students will be at or above Benchmark as measured by DIBELs.

DIBELs progress monitoring - 80% of students at or above Benchmar

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

At the beginning of 2026, 61 students of 237, 26% of students, are SRD. There is no comparative data.

What is the 2-year (end of 2027-28) measure and target?

At the end of 2028, 15% or fewer of students will be SRD.

What is the 1-year (end of 2026-27) measure and target?

At the end of 2028, 20% or fewer of students will be SRD.

Interim Measure and Target

DIBELs progress monitoring - 23% of studens or fewer will be SRD.
DIBELs progress monitoring - 20% of studens or fewer will be SRD.

On what date will the school measure this interim target?

12 / 16 / 2026
05 / 12 / 2027

Root Cause Analysis



Math Growth



Addressing needs of high achieving students

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

When implemented with fidelity, the curriculum focuses on mastery of grade level standards. Within the time confines of the school day, it has been difficult to extend the students who are high-achieving. This has resulted in students who fall into the high-achievement, low growth category.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

The building leadership team utilized the NWEA Achievement Status and Growth Summary with Quadrant Chart to determine that a significant number of high achieveing students are below the 50th percentile in growth. The BLT consists of a teacher from each grade level, and they concurred that the allotted class time for math does not allow much time for extension and enrichment lessons.



Explanation of mathematical thinking

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Students are able to solve a math problem but are unable to explain their thinking or show their work using words.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

The math teachers have observed this in the classroom. This is not always captured by NWEA data since that test tends toward finding the correct answer as opposed to CMAS which requires more explanation.

Major Improvement Strategies



Focused WIN Time

Major Improvement Strategy Category

Targeted Student Academic Supports

Describe the Major Improvement Strategy and the vision for implementation.

Every grade has a WIN (What I Need) time dedicated to math. We will use data to create and adjust WIN groups, using this time intentionally to focus on growth, especially growth in the groups with high achieving students.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Explanatation of mathematical thinking

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Differentiation is critical to meet every student where they are and grow the students.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
Use NWEA data to make WIN Groups	Sally Templeton	09 / 14 / 2026	05 / 28 / 2027
Use data to target instruction to the group	Classroom teachers	09 / 14 / 2026	05 / 28 / 2027
Adjust groups with each new math topic	Classroom teachers	10 / 05 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Closer analysis of individual data to differentiate instruction

What evidence will you use to measure the improvement?

Improved growth at MOY testing

Who will be responsible for measuring implementation progress?

Sally Templeton

Implementation Milestones

Implementation Milestone	Date
Create and instruct leveled math groups	09 / 28 / 2026
Adjust groups for each math topic	10 / 06 / 2026



Writing within Math

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

Math teachers will collaborate with writing teachers to incorporate sentence level writing into math. Writing will encourage the students to process and state their mathematical thinking.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Explanatation of mathematical thinking

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The act of writing forces the brain to think through problems to the conclusion.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
Teach math teachers grade level sentence writing expectations	Sally Templeton	09 / 16 / 2026	
Support math teachers in implementing writing	Simone Carruth and Sally Templeton	09 / 16 / 2026	05 / 28 / 2027
Data Cycles focused on explaining mathematical thinking	Sally Templeton	10 / 07 / 2026	05 / 25 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Incorporating sentence writing in math

Implementation Milestones

What evidence will you use to measure the improvement?

Improvement in data cycles

Implementation Milestone

Date

Growth in data cycles focused on mathematical thinking

11 / 18 / 2026

Who will be responsible for measuring implementation progress?

Simone Carruth

Growth in NWEA testing

12 / 16 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

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Executive Summary

School Information

School Name	Grades Served	Phone
Green Acres Elementary School	NA - NA	9708675460
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Description		

Green Acres is a K - 5th grade elementary in the town of Fort Morgan, in Northeastern Colorado serving approximately 280 students. We are one of five elementary schools in the Fort Morgan School district, which serves approximately 3400 students. There are 23 certified teachers, two instructional coaches, one full time counselor, one occupational therapist, one speech pathologist, and 11 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 66%. Currently our school is comprised of 50% Hispanic, 32% White, 4% 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 sight basic dental services through Salud dental. Title I grant funding as well as READ Act money is utilized to support student achievement.

School Contact Information

Name: Carol Francone
Title: Principal
Phone: 970-867-5460
Email: carol.francone@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**

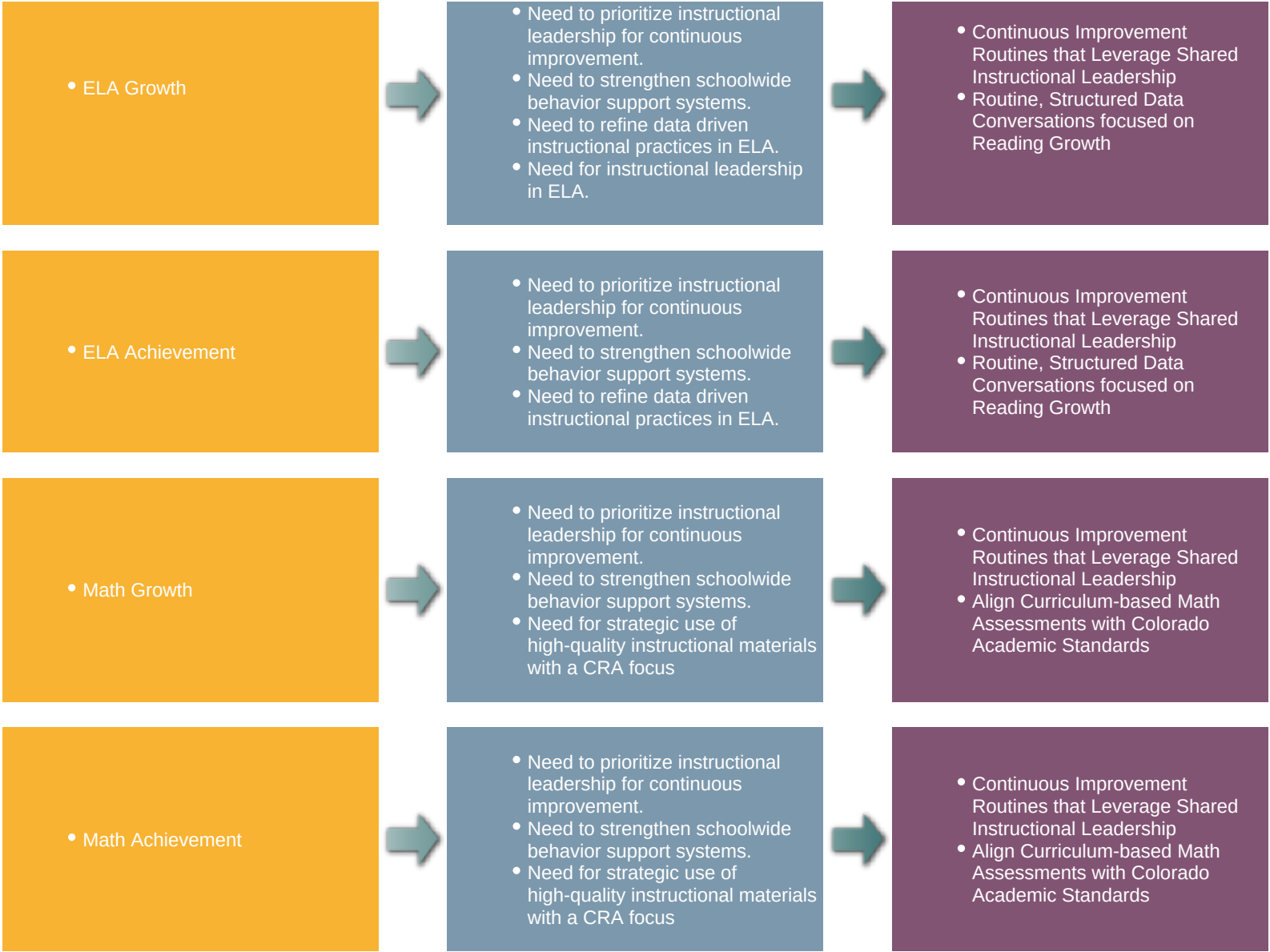


Root Cause



**Major Improvement
Strategies**





Student Performance Priorities

Student Performance Priority Summary

• 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
2025-2026	724.8	719.2	735.4	717.7	737.9	708.5	731.8	688.6	734

Growth: CMAS - ELA

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. Growth dipped in 2025-2026 to 46. In the most recent year, the gap existed between Non-FRL and FRL students growth has decreased and is now a 5-point. Growth for students with IEPs was able to be reported for the first time in recent history as this group was greater than 20. This growth was shown at 25 points.

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, with a slight drop to the 43rd percentile in 2025-2026. While the overall trend was flat, two significant shifts occurred within subgroups. The most notable change was the dramatic decrease for ELL students, whose achievement percentile fell back to the 23rd percentile in 2025-2026 from the 52nd percentile in 2024-2025. Additionally, the achievement gap between White and Hispanic students was significantly increased, increasing from 11 points in 2024-2025 to 29 percentile points in 2025-2026. This data is higher than the state level data in which achievement is lower, just above the approaching score.

Growth: NWEA - ELA (% of students at grade level)

Achievement: CMAS - Math

[illegible]

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
2025-2026	721	713	737	713	735	708	727	698	727

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 and continues on a slight upward trend. 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 previous three years, reaching a difference of over 39 points in 2024-2025; however, this gap is closing to 29 points in 2025-2026.

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
2025-2026	38	36	42	36	42	35.5	43	42	37.5

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, rebounded sharply to 52.0 in 2024-2025, and decreased again to 38 in 2025-2026. All subgroups had decreased growth in 2025-2026 from the previous year.

Achievement: NWEA - Math (% of students at grade level)

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 and continued declining in 2025-2026 to the 40th percentile. While overall, there was a decline in growth, Hispanic students achievement slightly increased from the 31st to the 33rd percentile, closing the gap with White students to 20 points. CMAS Math achievement was just at approaching and slightly below NWEA data.

Growth: NWEA - Math (% of students at grade level)

Overall NWEA Math growth scores for All Students shows an inconsistent trend of up and down declining in 2025-2026 to lower than the starting point. Both Hispanic and White students experienced a decline in growth in the final year, with scores continued to fall to the 29th and 41st percentiles, respectively. ELL student growth also showed a significant decline from 2022-2023 to 2025-2026. CMAS Math growth demonstrated a comparable growth percentile.

Student Performance Priority: ELA 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 is the current performance of this Student Performance Priority?

46th MGP on CMAS

What is the 2-year (end of 2027-28) measure and target?

In May 2028, 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
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What is the 1-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 60 on CMAS.

NWEA - 55th MGP
NWEA - 60th MGP

01 / 08 / 2027
01 / 07 / 2028

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?

19th percentile in the state on CMAS

What is the 2-year (end of 2027-28) measure and target?

By May 2028, we will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2026-27) measure and target?

By May 2027, we will be at the 26th percentile in the sate 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 be at or above the 61st percentile.
NWEA- 48% of students will be at or above the 61st percentile.

01 / 08 / 2027
01 / 07 / 2028

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?

37.5 MGP on CMAS

What is the 2-year (end of 2027-28) measure and target?

In May 2028, the median growth percentile will be 35 on CMAS.

What is the 1-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 26 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 - 45th MGP
NWEA - 50th MGP

01 / 08 / 2027
01 / 07 / 2028

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?

19th percentile in the state on CMAS

What is the 2-year (end of 2027-28) measure and target?

By May 2028, we will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2026-27) measure and target?

By May 2027, 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 - 45% of students will be at or above the 61st percentile.	01 / 08 / 2027
NWEA - 50% of students will be at or above the 61st percentile.	01 / 07 / 2028

READ Act Targets

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

There are currently 49 students identified having and SRD in 11st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 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 2026-27) measure and target?

By the end of 2026-2027 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

Interim Measure and Target	On what date will the school measure this interim target?
DIBELS 8 Composite Score	05 / 21 / 2027
DIBELS 8 Composite Score	05 / 19 / 2028

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

There are currently 49 students identified having and SRD in 11st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 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 2026-27) measure and target?

By the end of 2026-2027 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

Interim Measure and Target	On what date will the school measure this interim target?
DIBELS 8 Composite Score	05 / 21 / 2027
DIBELS 8 Composite Score	05 / 19 / 2028

Improving Mathematics Outcomes Targets

What is the current performance of students below grade level or struggling in math?	Interim Measure and Target	On what date will the school measure this interim target?
26% of students are at or above the 61st percentile on NWEA	NWEA - MOY 36% of students will be at or above the 61st percentile on NWEA.	01 / 08 / 2027 01 / 07 / 2028
What is the 2-year (end of 2027-28) measure and target?	NWEA - MOY 48% of students will be at or above the 61st percentile on NWEA.	
By the end of the 2027-2028 school year, 50% of the students will be at or above the 61st percentile on NWEA.		
What is the 1-year (end of 2026-27) measure and target?		
By the end of the 2027-2028 school year, 45% of the students will be at or above the 61st percentile on NWEA.		

Root Cause Analysis



ELA Growth



Need to prioritize instructional leadership for continuous improvement.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Need to refine data driven instructional practices in ELA.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

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Math Growth



Need to prioritize instructional leadership for continuous improvement.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Need for strategic use of high-quality instructional materials with a CRA focus

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to use our high-quality instructional materials strategically to address Colorado Academic Standards and student's needs and strengths by identify concepts with Concrete-Relational-Abstract (CRA) framework.

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Math Achievement



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Major Improvement Strategies



Continuous Improvement Routines that Leverage Shared Instructional Leadership

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

We will work with our Building Leadership Team and Lead Improvement Team to implement continuous improvement routines. This will include structured BLT meetings every 6 weeks 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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership for continuous improvement.

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Distributed leadership spreads ownership across grade-level leads, instructional coaches, and specialists, fostering strong collective teacher efficacy—a key predictor of elementary literacy and math achievement (Hattie, 2018). 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.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By October 30, 2026, 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.	Principal, LIT, BLT	09 / 01 / 2026	10 / 30 / 2026
By January 8, 2027, 100% 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.	Principal, LIT, BLT	11 / 02 / 2026	01 / 08 / 2027
By March 12, 2027, 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.	Principal, LIT, BLT	01 / 11 / 2027	03 / 12 / 2027
By May 21, 2027, 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.	Principal, LIT, BLT	03 / 15 / 2027	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Increased Shared Leadership

Implementation Milestones

What evidence will you use to measure the improvement?

Surveys, LIT & BLT Feedback

Implementation Milestone	Date
Survey	01 / 08 / 2027
Completed improvement cycles	05 / 21 / 2027

Who will be responsible for measuring implementation progress?

Principal



Routine, Structured Data Conversations focused on Reading Growth

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s 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 Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Focusing the principal's time on frequent, structured data conversations with teachers allows for explicit links between leadership moves and achievement results (Piercy, 2007). Conversations focused on student performance data shift the culture from compliance checking to collaborative inquiry, allowing teachers to diagnose learning gaps without fear of punitive evaluation (Schildkamp & Poi-Dijkstra, 2010). Furthermore, Principal-led data dialogue establishes a shared responsibility for outcomes, helping teachers translate raw assessments into actionable classroom interventions (Halverson et al., 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 adopted instructional materials in ELA. Finally, it allows the 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.

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By November 13, 2026, 100% of ELA teachers and school leaders will use student level data to identify individual student benchmarks and annual student-level goals in ELA.	Principal, ELA Teachers	09 / 30 / 2026	11 / 13 / 2026
By January 8, 2027, 100% of ELA teachers and school leaders will complete 2-3 rounds of data check-ins with the principal.	Principal, ELA Teachers	11 / 16 / 2026	01 / 08 / 2027
By March 12, 2027, 100% of ELA teachers and school leaders will complete 4- 5 rounds of data check-ins since launch.	Principal, ELA Teachers	01 / 11 / 2027	03 / 12 / 2027
By May 21, 2027, 100% of ELA teachers will complete 7 rounds of data check-ins since launch.	Principal, ELA Teachers	03 / 15 / 2027	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Teachers have a greater understanding of data and next steps of instruction.	Implementation Milestone	Date
What evidence will you use to measure the improvement?	All teachers have had 2-3 cycles and student achievement is increased as measured by MOY NWEA.	01 / 08 / 2027
Observation, Student Data		
Who will be responsible for measuring implementation progress?	All teachers have had 2-3 cycles and student achievement is increased as measured by EOY NWEA.	05 / 21 / 2027
Principal		



Align Curriculum-based Math Assessments with Colorado Academic Standards

Describe the Major Improvement Strategy and the vision for implementation.

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 and by identifying concepts with Concrete-Relational-Abstract (CRA) framework.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for strategic use of high-quality instructional materials with a CRA focus

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Research conducted by 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). The Concrete-Representational-Abstract (CRA) framework—derived from Jerome Bruner’s enactive-iconic-symbolic developmental learning theory—is an evidence-based intervention sequence, particularly effective for students with learning disabilities or persistent math difficulties. Modern meta-analyses of CRA interventions indicate high overall effect sizes (BC0.99), demonstrating that systematic progression through CRA stages consistently outperforms abstract-only instruction for Tier 2 and Tier 3 interventions. CRA provides schema-building support, helping students move beyond procedural memorization toward conceptual understanding (Hinton & Flores, 2022). This strategy is a good fit for Green Acres Elementary School because student achievement has been inconsistent and many students are struggling with concrete representation of concepts. Our next step is to align our assessments with the standards and develop CRA lessons for teachers to implement during WIN time. We have PLC time available to us for this work.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By November 20, 2026, 100% of grade level PLCs will align quarter 1 & 2 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	08 / 25 / 2026	11 / 20 / 2026
By January 8, 2027, 100% of grade level PLCs will align quarter 3 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	11 / 10 / 2026	01 / 08 / 2027
By March 12, 2027, 100% of grade level PLCs will align quarter 4 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	01 / 12 / 2027	03 / 12 / 2027
By May 14, 2027, 100% of grade level PLCs will have developed lessons using the Concrete-Representational-Abstract Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	03 / 16 / 2027	05 / 11 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Increased implementation of CRA Framework during instruction	Implementation Milestone	Date
What evidence will you use to measure the improvement?	Student growth will be demonstrated on MOY NWEA assessment, with students moving to the next color band.	01 / 08 / 2027
Who will be responsible for measuring implementation progress?	Student growth will be demonstrated on MOY NWEA assessment, with students moving to the next color band.	05 / 21 / 2027
Principal, Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Green Acres Elementary School UIP 2026-27.pdf
- Green Acres UIP Major Improvement Strategies 2026-2027.docx.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

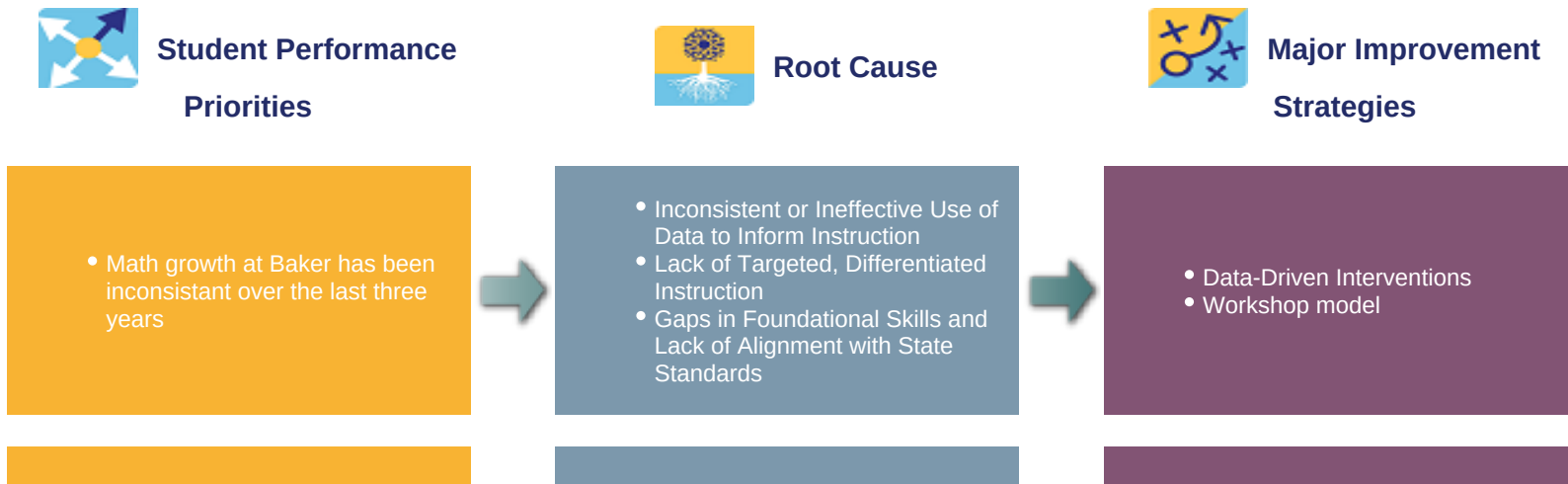
School Information

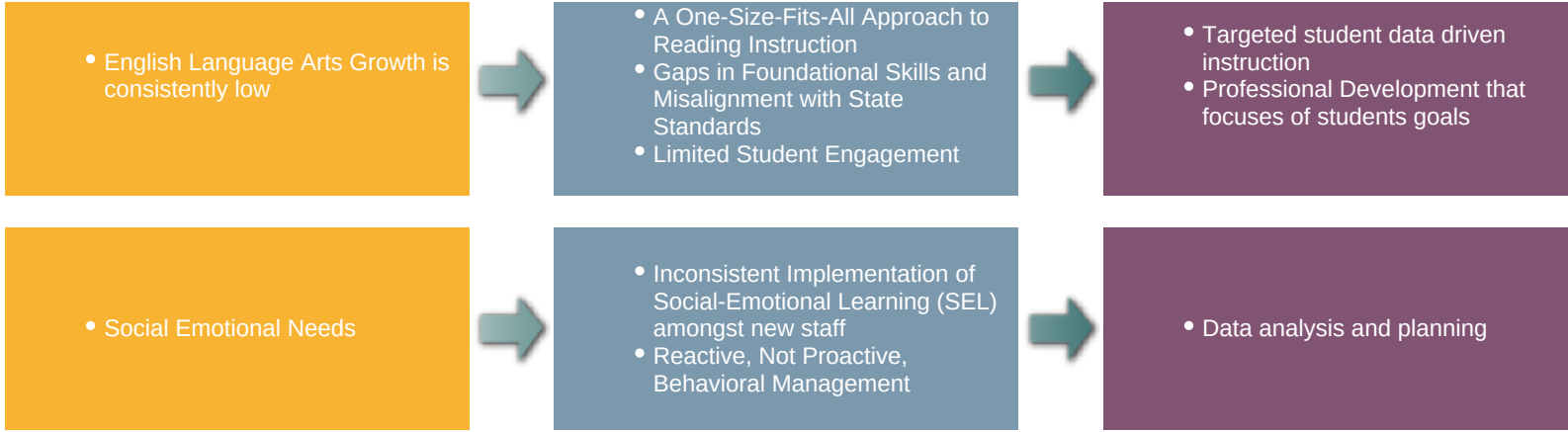
School Name	Grades Served	Phone
Baker Elementary School	NA - NA	9703706113
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Description		

School Contact Information

Name: Daniel Cooper
Title: Principal
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Email: daniel.cooper@fortmorgank12.com

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- Baker Elementary's priority performance challenges were identified and selected through a comprehensive analysis of our historical data alongside the insights provided by this year's School Performance Framework (SPF).

Additionally, our Social-Emotional goal was directly established to align with and fulfill the targeted objectives set forth by our district's Counselor Corp Grant.

Student Performance Priority: Math growth at Baker has been inconsistant over the last three years

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?

While growth is better than achievement, we need to improve both areas to get us to a place where a majority of Baker students are performing at or above grade level. Achievement: Mean scale score 717.3 Achievement: Percentile rank 12 Achievement: Points 2.00/8 Growth: Median growth percentile 42.0 Growth: Points 4.00/8

What is the 2-year (end of 2027-28) measure and target?

80% or greater of Baker students are performing at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

Decrease Intensive and strategic student percentage by 50% and increase the benchmark and above student percentage by 50% in math by the end of the year in grades K-5 measured with NWEA.

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

1 2 3 4 5 Kindergarten

Interim Measure and Target

By December of 2026 we will decrease the amount of students performing below grade level in math by 25%. Additionally, we will increase the amount of student performing at or above grade level by 25%. By May of 2027 we will decrease the amount of

Measurement Dates

12 / 18 / 2026
05 / 21 / 2027

(Intensive and Strategic are students falling below the 41st percentile on achievement; Benchmark and Above are students falling at or above the 41st percentile on achievement.)

students performing below grade level in math by 50%. Additionally, we will increase the amount of student performing at or above grade level by 50%.

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 is the current performance of this Student Performance Priority?

While growth is better than achievement, we need to improve both areas to get us to a place where a majority of Baker students are performing at or above grade level. Achievement: Mean score 722.6 Achievement: Percentile rank 15 Achievement: Points 4.00/8 Growth: Percentile rank 42.0 Growth: Points 4.00/8

What is the 2-year (end of 2027-28) measure and target?

80% or greater of Baker students are performing at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

Decrease Intensive and strategic student percentage by 50% and increase the benchmark and above student percentage by 50% in reading by the end of the year in grades K-5 measured with NWEA. (Intensive and Strategic are students falling below the 41s

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

1 2 3 4 5 Kindergarten

Interim Measure and Target Measurement Dates

By December of 2026 we will decrease the amount of students performing below grade level in math by 25%. Additionally, we will increase the amount of student performing at or above grade level by 25%. By May of 2027 we will decrease the amount of students performing below grade level in math by 50%. Additionally, we will increase the amount of student performing at or above grade level by 50%.

12 / 18 / 2026
05 / 21 / 2027

Student Performance Priority: Social Emotional Needs

Student Performance Priority Category

Behavior

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?

Students identifying monthly character trait focus. Right now we estimate that 60% of students can correctly identify the trait.

What is the 2-year (end of 2027-28) measure and target?

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

1 2 3 4 5 Kindergarten

By the end of the 27/28 school year we would like to have 100% of students being able to correctly identify the monthly character trait.

What is the 1-year (end of 2026-27) measure and target?

By the end of this school year we would like for 80% of students being able to correctly identify the monthly character trait.

Interim Measure and Target

Monthly random sampling of students on that month's character trait.

Measurement Dates

10 / 30 / 2026

READ Act Targets

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

We have 184 students K-3 at Baker. 38% or 70 students are reading at or above grade level.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 50%. In other words, we would like to see 80% or 148 students reading at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 25%. We would like to increase the 38% to 65% or 120 students.

Interim Measure and Target

We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way. We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way.

On what date will the school measure this interim target?

12 / 18 / 2026
08 / 27 / 2027

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

43% of the 184 students or 79 students.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 50%

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 25%

Interim Measure and Target

We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way. We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way.

On what date will the school measure this interim target?

12 / 18 / 2026
08 / 27 / 2027

Root Cause Analysis



Math growth at Baker has been inconsistant over the last three years



Inconsistent or Ineffective Use of Data to Inform Instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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) amongst new staff

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Comprehensive 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

Social-Emotional/Trauma-Informed

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 80% of students to correctly identify the character trait of the month. Curriculum Engagement: The curriculum was redesigned this year. Our goal is to capture the number of teachers and staff actively logging in to the program websites to access lessons, activities, and marking them as complete. This metric indicates fidelity of implementation.



Reactive, Not Proactive, Behavioral Management

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Reactive, Not Proactive, Behavioral Management: We are not accurately aligning our conversations in regards to behavior with the lesson behind the monthly character trait.

Root Cause Category

Social-Emotional/Trauma-Informed

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s 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 Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Math instructional coach setting up regular coaching cycles with teachers in grades 3-5	Teacher and Instructional Coach	08 / 12 / 2026	05 / 28 / 2027
Implementing a math WIN time for all grades to focus on recommendation and extension.	Teachers and Instructional Coach	08 / 12 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Teachers engage with coach to go through coaching cycles	Implementation Milestone	Date
What evidence will you use to measure the improvement?	25% increase in at or above grade level students on benchmark assessments	12 / 18 / 2026
Monitor data following coaching cycles to check for student growth		
Who will be responsible for measuring implementation progress?	25% increase in at or above grade level students on benchmark assessments	05 / 28 / 2027
Teachers and Instructional Coach		



Targeted student data driven instruction

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step

95Percent intervention fidelity

Responsible Party

Principal/Instructional Coach

Start Date

08 / 28 / 2026

End Date

05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

95Percent tier 2 and 3 instruction is done with fidelity

Implementation Milestones

Implementation Milestone

Date

What evidence will you use to measure the improvement?

Improvement is student skill mastery and improved DIBELS benchmark assessments

25% increase in at or above grade level students

12 / 18 / 2026

Who will be responsible for measuring implementation progress?

Teachers

25% increase in at or above grade level students

05 / 28 / 2027



Professional Development that focuses of students goals

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Limited Student Engagement

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Student goal setting that focuses on student ownership of goals. This will help with buy in from students	Teachers and coach	12 / 18 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Staff are regularly working with students to set goals	Implementation Milestone	Date
What evidence will you use to measure the improvement?	An increase of student meeting goals on NWEA and DIBELS by 25% from Fall benchmark assessments in Winter	12 / 18 / 2026
Goal tracking sheets		
Who will be responsible for measuring implementation progress?	An increase of student meeting goals on NWEA and DIBELS by 50% from Fall benchmark assessments in Spring	05 / 28 / 2027
Teachers		



High-Fidelity Implementation

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Reviewing log-in data from district office	Principal	08 / 12 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Consistent usage by staff

Implementation Milestones

What evidence will you use to measure the improvement?

Review data from district support center

Implementation Milestone	Date
80% consistently using the online curriculum	12 / 18 / 2026
100% consistently using the online curriculum	05 / 28 / 2027

Who will be responsible for measuring implementation progress?

Principal



Data analysis and planning

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Reactive, Not Proactive, Behavioral Management

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Monthly query of random students across grade levels	Principal and school counselor	10 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Tying the trait of the month with student conversations in multiple settings

Implementation Milestones

What evidence will you use to measure the improvement?

The number of students who correctly identify the character trait of the month

Implementation Milestone	Date
70% by mid year	12 / 18 / 2026
80% by the end of the year	05 / 28 / 2027

Who will be responsible for measuring implementation progress?

Classroom teachers



Workshop model

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

Train teachers in the workshop model. Send all math teachers 3-5 to PEBC PD at the Middle School all year so they can implement the workshop model in their class

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Lack of Targeted, Differentiated Instruction

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

We want to see a marked difference student's ability to work through problems in math without giving up. Increase in students performing at or above on NWEA from beginning to middle and middle to end of the year assessment data. Decrease in students performing intensive or strategic on NWEA from beginning to middle and middle to end of the year assessment data.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Train teachers in the workshop model. Send all math teachers 3-5 to PEBC PD at the Middle Schoo	Instructional Coach and teachers	09 / 28 / 2026	04 / 19 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Full implementation of the workshop model in grades 3-5		
What evidence will you use to measure the improvement?	Implementation Milestone	Date
Increased scores on benchmark assessments	25% increase in at or above grade level students	12 / 18 / 2026
Who will be responsible for measuring implementation progress?	25% increase in at or above grade level students	05 / 28 / 2027
Principal and Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree

Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Baker Elementary School UIP 2026-27.pdf
- Combined reading goal and action steps.pdf
- Combined Math Goal and PM plan.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan Middle School	NA - NA	9708678253
District Name	Website	State Identification
Fort Morgan Re-3	http://www.morgan.k12.co.us	Improvement Plan
Federal Identification		
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.		

School Contact Information

Name: Chad Unrein

Title: Principal

Phone: 970-370-6424

Email: chad.unrein@fortmorgank12.com

Relationship of UIP Elements



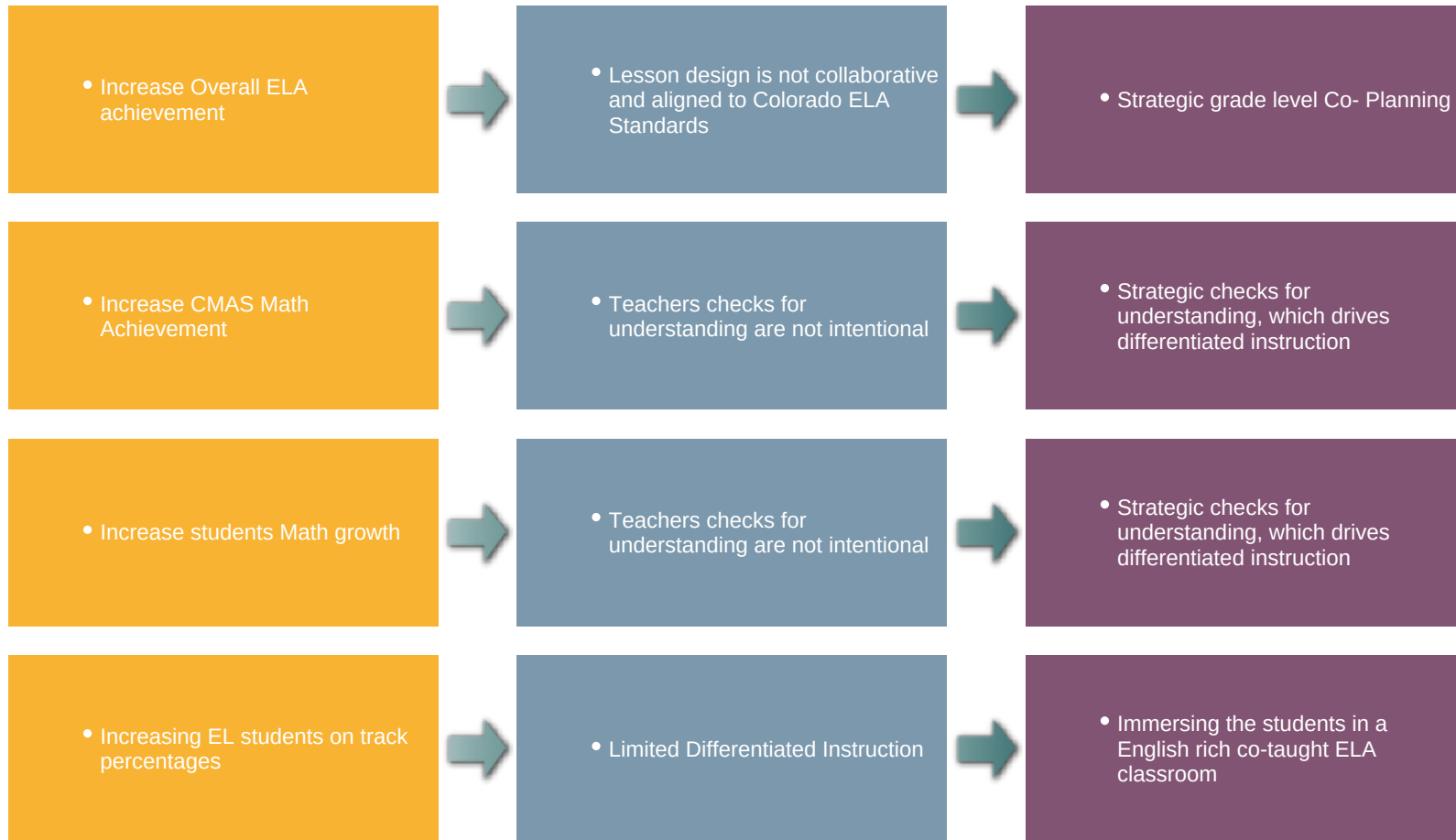
Student Performance Priorities



Root Cause



Major Improvement Strategies



Student Performance Priorities

Student Performance Priority Summary

- Recent Colorado Measures of Academic Success (CMAS) data indicates that Fort Morgan Middle School students have continually missed state performance expectations across Mathematics, English Language Arts, and English Language Learner (ELL) growth metrics. These persistent achievement gaps—particularly in foundational math concepts, grade-level reading and writing, and academic language acquisition for English learners—have designated the school as a priority for performance improvement. Consequently, targeted intervention, aligned instructional practices, and data-driven instruction in these specific core areas are critical to closing learning gaps, accelerating growth, and meeting state academic standards.

Student Performance Priority: Increase Overall ELA achievement

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle School Performance in the ELA CMAS assessment is at the 21st percentile for all students. Each sub category falls below the 15th percentile, which falls in the Does Not Meet Category.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's ELA CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's ELA CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and TargetMeasurement Dates

NWEA for writing and reading will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for writing and reading will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.

08 / 27 / 2026
12 / 16 / 2026

Student Performance Priority: Increase CMAS Math Achievement

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle Schools 2026 CMAS Math Achievement rating was at the 22nd percentile, up from the 13th percentile the year before, earning the rating of Approaching. The sub categories each fell below the 15th percentile, earning the category of "Does Not Meet"

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's Math CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's Math CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and TargetMeasurement Dates

NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.

08 / 19 / 2026
12 / 16 / 2026

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle Schools 2026 CMAS Math growth rating was at the 46th percentile, up from 39th percentile from the year before, earning the rating of Approaching.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's Math CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's Math CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and Target	Measurement Dates
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NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.	
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Student Performance Priority: Increasing EL students on track percentages

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 is the current performance of this Student Performance Priority?

CMAS ELL on track growth data rated Fort Morgan Middle School at the Meets Standard. No on Track Growth data was provided, but FMMS suspects their is still room for growth for our students.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's on track growth for ELL student scores is that they earn a rating of "Meets"

What is the 1-year (end of 2026-27) measure and target?

In 2 years the goal for Fort Morgan Middle School's on track growth for ELL student scores is that they earn a rating of "Meets"

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

6 7 8

Interim Measure and Target	Measurement Dates
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ACCESS Testing	
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Root Cause Analysis



Increase Overall ELA achievement



Lesson design is not collaborative and aligned to Colorado ELA Standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 CMAS Math Achievement



Teachers checks for understanding are not intentional

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

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Increasing EL students on track percentages



Limited Differentiated Instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.



Strategic grade level Co- Planning

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Aligning with the Public Education Business Coalition (PEBC) framework, this collaborative unpacking process integrates PEBC's evidence-based teaching and learning model. By pairing standards alignment with PEBC's core focus on deep comprehension strategies and the Workshop Model (Demonstration, Guided Practice, and Independent Practice/Application), educator teams design student-centered learning experiences that foster critical thinking and agency. Furthermore, incorporating PEBC's collaborative coaching and reflection structures ensures that teachers continuously refine their practice, observe peer models, and analyze student work against standard benchmarks. This evidence supports the Major Improvement Strategy by showing that intentional collaboration around unpacking the Colorado Academic Standards—reinforced through PEBC's instructional and coaching practices—strengthens instructional alignment, deepens student engagement, and directly accelerates student achievement priorities.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones- FMMS Coaches - FMMS Admin	09 / 14 / 2026	09 / 14 / 2026
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	05 / 21 / 2027
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	05 / 21 / 2027
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	04 / 30 / 2027
Phenomenal Teaching Institute	PEBC	11 / 16 / 2026	04 / 09 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers will shift the workload to students, to increase student thinking

What evidence will you use to measure the improvement?

of Workshop lessons in classrom

Who will be responsible for measuring implementation progress?

Teachers, Coaches, Admin with support from PEBC

Implementation Milestones

Implementation Milestone	Date
PTI training for small number of staff	11 / 27 / 2026
Classroom visits for teachers to observe the PEBC workshop methods.	02 / 18 / 2027
Phenomenal Teaching Institute	



Strategic checks for understanding, which drives differentiated instruction

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Teachers checks for understanding are not intentional

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Integrating the Public Education Business Coalition (PEBC) framework elevates these practices by connecting data-driven checkpoints directly to student metacognition and agency. Within PEBC's Workshop Model, intentional checkpoints occur naturally during Work Time through teacher-student conferences, small-group strategy groups, and continuous reflection. Rather than treating formative data strictly as a measurement tool, PEBC practices use assessment to make student thinking visible and foster self-directed learning. Teachers use real-time observations and student work samples to form flexible, fluid groups that target specific thinking strategies, language needs, and conceptual understandings. Research indicates that when teachers systematically use assessment data to inform instruction—supported by PEBC's collaborative reflection and responsive small-group structures—student engagement, motivation, and mastery of content improve. This evidence supports the Major Improvement Strategy by showing that embedding PEBC-aligned intentional checkpoints and flexible grouping ensures responsive, high-equity instruction that directly accelerates student academic growth.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones- FMMS Coaches - FMMS Admin	09 / 14 / 2026	
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	
Phenomenal Teaching Institute	PEBC	11 / 09 / 2026	



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers will shift the workload to students, to increase student thinking

Implementation Milestones

Implementation Milestone	Date
Classroom visits for teachers to observe the PEBC workshop methods.	11 / 27 / 2026

What evidence will you use to measure the improvement?

Number of classroom lesson based on PEBC workshop

Who will be responsible for measuring implementation progress?

Teachers, Coaches, Admin with support from PEBC

Phenomenal Teaching Institute 04 / 16 / 2027



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

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Limited Differentiated Instruction

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Grounded in the Public Education Business Coalition (PEBC) framework, this co-teaching partnership leverages the Workshop Model to make rigorous, grade-level content fully accessible. Grounded in PEBC's belief that language develops through authentic thinking and discourse, both teachers collaborate to facilitate workshops where academic language is modeled during short Mini-Lessons and applied immediately during Work Time. The EL teacher and content teacher utilize PEBC's co-teaching structures—such as station teaching, side-by-side conferring, and targeted strategy groups—to provide real-time scaffolding, heavy visual/graphic modeling, and explicit language instruction. By embedding PEBC thinking strategies (such as activating schema, asking questions, and synthesizing) directly into reading complex texts and constructing written responses, ELL students develop both linguistic proficiency and higher-order thinking skills simultaneously. Integrating language support directly into the core curriculum ensures students receive consistent exposure to academic English in meaningful contexts, promoting both rapid language acquisition and mastery of the Colorado Academic Standards. This evidence-based approach ensures that ELL students are supported in reaching English proficiency while remaining fully included in rigorous, standards-aligned instruction.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones- FMMS Coaches - FMMS Admin	09 / 14 / 2026	
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	
Phenomenal Teaching Institute	PEBC	11 / 27 / 2026	



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Teachers will shift the workload to students, to increase student thinking	Implementation Milestone	Date

What evidence will you use to measure the improvement?	Classroom visits for teachers to observe the PEBC workshop methods.	11 / 27 / 2026
Number of classroom lesson based on PEBC workshop, specifically in the ELL classrooms		
	Phenomenal Teaching Institute	04 / 16 / 2027
Who will be responsible for measuring implementation progress?		
Teachers, Coaches, Admin with support from PEBC		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

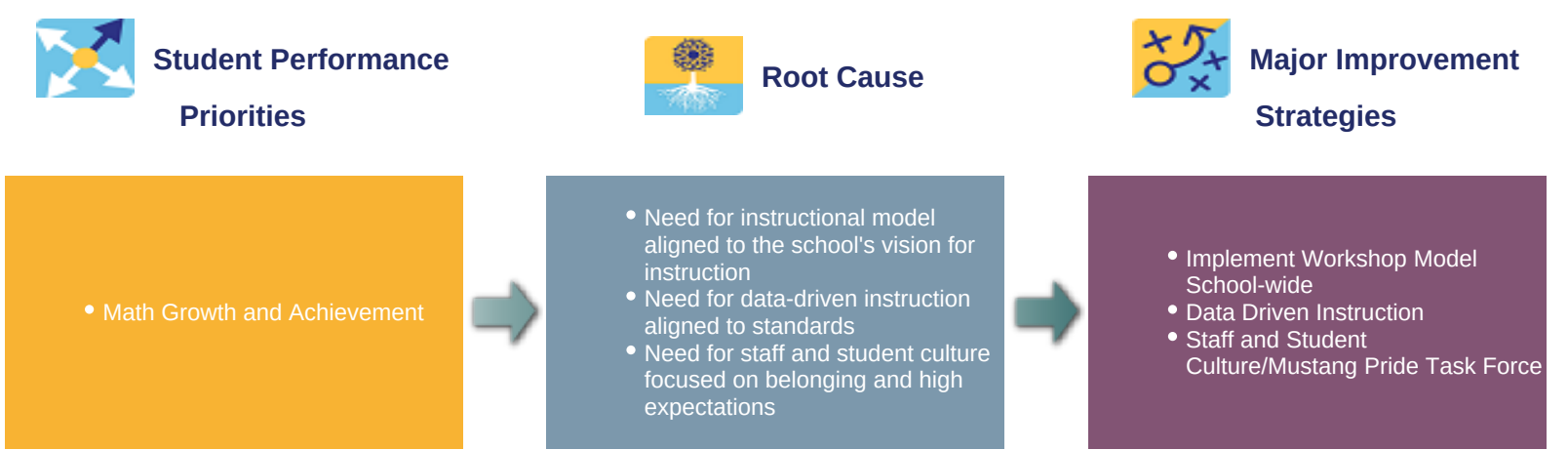
Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

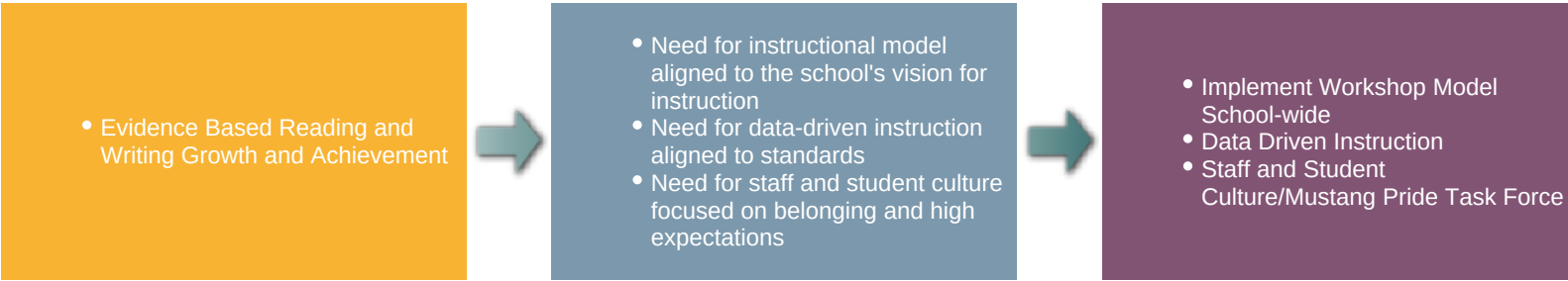
Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan High School	NA - NA	9708675648
District Name	Website	State Identification
Fort Morgan Re-3	http://www.morgan.k12.co.us	Performance Plan
Federal Identification		
Description		
Fort Morgan High School (FMHS) is a comprehensive 9–12 high school serving approximately 900 students in Fort Morgan, Colorado, and the surrounding communities. FMHS is part of Morgan County School District RE-3 and serves a diverse student population with a variety of academic, career, and postsecondary goals. FMHS provides a broad range of opportunities, including Advanced Placement, concurrent enrollment through Morgan Community College, Career and Technical Education, athletics, activities, and other college and career pathways. The school prioritizes strong relationships, student engagement, academic growth, and preparation for life after high school. FMHS uses multiple sources of student data, including state assessments, PSAT/SAT, NWEA, course performance, attendance, and behavior data to identify needs and monitor progress. Recent data show positive trends in several areas, including student growth in literacy and mathematics. Moving forward, FMHS will focus on increasing academic achievement and growth, improving student engagement and attendance, and providing targeted interventions and supports to ensure all students have the opportunity to succeed.		

Relationship of UIP Elements





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 Mean Scale Score

	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
2025-2026	426.3	413.6	417.7	362.6	341.5

Analysis:

Fort Morgan High School has demonstrated improvement in ELA achievement for all students over the past two years. The overall EBRW score increased from 412.6 in 2023–2024 to 426.3 in 2025–2026, exceeding the 2022–2023 score of 417.6. Several student groups also showed improvement in 2025–2026, including students eligible for free or reduced-price lunch (FRL), minority students, and English learners (ELD). Although achievement levels for students with IEPs and English learners remain below the overall student average, the recent gains among English learners are encouraging. Continued focus on targeted interventions, literacy instruction across content areas, and support for identified student groups will be important to sustain growth and improve achievement for all students.

ELA Growth: PSAT/SAT EBRW Median Growth Percentile

	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%
2025-2026	44%	44%		39.5%	54.5%
			43.5%		

Analysis: Fort Morgan High School has demonstrated sustained improvement in ELA growth, with the median growth percentile increasing from the 34th percentile in 2022–2023 to the 44th percentile in 2025–2026. Growth among students eligible for free or reduced-price lunch (FRL) increased to the 44th percentile, while minority students reached the 43.5th percentile. English learners (ELD) showed improvement from the 16.5th percentile in 2023–2024 to the 39.5th percentile in 2025–2026. Students with IEPs demonstrated strong growth, increasing from the 17th percentile in 2023–2024 to the 54.5th percentile in 2025–2026. These results indicate positive progress in ELA growth across multiple student groups. Continued emphasis on targeted literacy interventions, differentiated instruction, and monitoring subgroup performance will help sustain growth and address remaining achievement gaps.

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%
2025-2026	57%	25%	22%

Analysis: Fort Morgan High School maintained overall ELA achievement at 57% of students performing at grade level from 2024–2025 to 2025–2026. English learners (ELD) demonstrated improvement from 22% to 25%, while students receiving special education services (SPED) increased from 20% to 22%. Although overall achievement remained steady, the gains among ELD and SPED students indicate positive progress. Continued emphasis on targeted literacy instruction, differentiated supports, and data-driven interventions will be important to increase the percentage of students performing at grade level across all student groups.

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%
2025-2026			54%
	58%	55%	

Analysis: Fort Morgan High School's NWEA ELA growth data shows that 58% of all students were on track to meet or met their growth goals in 2025–2026, compared to 68% in 2024–2025. English learners (ELD) decreased from 61% to 55%, while students receiving special

education services (SPED) decreased from 58% to 54%. These results indicate a need to strengthen instructional strategies and targeted interventions to improve student growth. FMHS will continue to use NWEA data to monitor progress, identify students needing additional support, and guide instructional decisions to increase the percentage of students meeting their ELA growth goals.

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 Mean Scale Score

	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
2025-2026	407.1	397.4	399	350.5	315

Analysis: Fort Morgan High School demonstrated improvement in math achievement across all student groups in 2025–2026. The overall student score increased to 407.1, surpassing the previous high of 402.4 in 2022–2023. Students eligible for free or reduced-price lunch (FRL) increased to 397.4, minority students improved to 399, English learners (ELD) increased to 350.5, and students with IEPs improved to 315. These gains indicate positive progress in math achievement across all identified groups. Continued emphasis on targeted math interventions, data-driven instructional practices, and support for students performing below grade level will be important to sustain improvement and close achievement gaps.

Math Growth: PSAT/SAT Math Median Growth Percentile

	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%
2025-2026	52%	54%	52%	51%	39%

Analysis: Fort Morgan High School demonstrated significant improvement in math growth in 2025–2026 across all student groups. The median growth percentile increased from the 41st percentile to the 52nd percentile overall, exceeding the median growth percentile of the 37th percentile reported in 2022–2023. Students eligible for free or reduced-price lunch (FRL) increased to the 54th percentile, minority students reached the 52nd percentile, English learners (ELD) improved to the 51st percentile, and students with IEPs increased to the 39th percentile. These results reflect strong progress in math growth, particularly among students who have historically faced greater academic challenges. FMHS will continue to focus on data-driven instruction, targeted interventions, and consistent progress monitoring to sustain these gains and improve achievement for all students.

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

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	NA	NA	NA
2025-2026	49%	27%	22%

Analysis: Fort Morgan High School's 2025–2026 NWEA Math data indicates that 49% of all students are performing at grade level. Among identified student groups, 27% of English learners (ELD) and 22% of students receiving special education services (SPED) are performing at grade level. These results highlight the need for continued focus on strengthening math achievement, particularly for students who require additional academic support. FMHS will use NWEA data to guide targeted interventions, differentiate instruction, and monitor student progress to increase the percentage of students performing at grade level.

Math Growth: NWEA Math (% 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	NA	NA	NA
2025-2026	60%	53%	63%

Analysis: Fort Morgan High School's 2025–2026 NWEA Math data indicates that 60% of all students are on track to meet or have met their growth goals. Among identified student groups, 53% of English learners (ELD) and 63% of students receiving special education services (SPED) are on track to meet or have met their growth goals. These results show encouraging progress, particularly among students receiving special education services. FMHS will continue to use data-driven instruction, targeted interventions, and regular progress monitoring to support students in meeting their math growth goals and improving overall achievement.

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 is the current performance of this Student Performance Priority?

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

All Grades Served

Math PSAT Achievement (9th & 10th grades)

	Interim Measure and Target	Measurement Dates
What is the 2-year (end of 2027-28) measure and target?	9th grade 44th percentile on NWEA single term achievement/10th grade 51st percentile on NWEA single term achievement	12 / 17 / 2026 05 / 15 / 2027
39th percentile rank in Colorado		
What is the 1-year (end of 2026-27) measure and target?	9th grade 49th percentile on NWEA single term achievement/10th grade 56th percentile on NWEA single term achievement	
34th percentile rank in Colorado		
What is the current performance of this Student Performance Priority?		
Math SAT Achievement (11th grade)		

	Interim Measure and Target	Measurement Dates
What is the 2-year (end of 2027-28) measure and target?	11th grade 39th percentile on NWEA single term achievement	12 / 17 / 2026 05 / 15 / 2027
445 median scale score on SAT	11th grade 44th percentile on NWEA single term achievement	
What is the 1-year (end of 2026-27) measure and target?		
435 median scale score on SAT		
What is the current performance of this Student Performance Priority?		
Math Growth (PSAT-SAT 9-11)		

	Interim Measure and Target	Measurement Dates
What is the 2-year (end of 2027-28) measure and target?	9th grade 55th percentile on Fall to Winter 2026 growth on NWEA/10th grade 54th percentile on Fall to Winter 2026 growth on NWEA	12 / 17 / 2026 05 / 15 / 2027
62nd MGP on PSAT/SAT growth on SPF	44th percentile on Fall to Winter 2026 growth on NWEA	
What is the 1-year (end of 2026-27) measure and target?	9th grade 60th percentile on Fall 2026 to Spring 2027 growth on NWEA/10th grade 59th percentile on Fall 2026 to Spring 2027 growth on NWEA	
57th MGP on PSAT/SAT growth on SPF	49th percentile on Fall 2026 to Spring 2027 growth on NWEA	

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 is the current performance of this Student Performance Priority?

EBRW PSAT Achievement (9th & 10th grades)

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 2-year (end of 2027-28) measure and target?

35th percentile rank in Colorado

What is the 1-year (end of 2026-27) measure and target?

28th percentile rank in Colorado

What is the current performance of this Student Performance Priority?

EBRW SAT Achievement (11th grade)

What is the 2-year (end of 2027-28) measure and target?

480 median scale score on SAT

What is the 1-year (end of 2026-27) measure and target?

465 median scale score on SAT

What is the current performance of this Student Performance Priority?

EBRW Growth (PSAT-SAT 9-11)

What is the 2-year (end of 2027-28) measure and target?

55th MGP on PSAT/SAT growth on SPF

What is the 1-year (end of 2026-27) measure and target?

50th MGP on PSAT/SAT growth on SPF

Interim Measure and Target	Measurement Dates
9th grade 52nd percentile on NWEA single term achievement Reading/10th grade 47th percentile on NWEA single term achievement Reading/9th grade 56th percentile on NWEA single term achievement Lang Use/10th grade 53rd percentile on NWEA single term achievement Lang Use 9th grade 57th percentile on NWEA single term achievement Reading/10th grade 52nd percentile on NWEA single term achievement Reading/9th grade 61st percentile on NWEA single term achievement Lang Use/10th grade 58th percentile on NWEA single term achievement Lang Use	12 / 17 / 2026 05 / 15 / 2027

Interim Measure and Target	Measurement Dates
11th grade 34th percentile on NWEA single term achievement for Language Use 11th grade 34th percentile on NWEA single term achievement for Language Use	12 / 17 / 2026 05 / 15 / 2027

Interim Measure and Target	Measurement Dates
9th grade 55th percentile on Fall to Winter 2026 growth on NWEA Lang. Use/10th grade 59th percentile on Fall to Winter 2026 growth on NWEA Lang. Use/11th grade 55th percentile on Fall to Winter 2026 growth on NWEA Lang. Use 9th grade 60th percentile on Fall 2026 to Spring 2027 growth on NWEA Lang. Use/10th grade 64th percentile on Fall 2026 to Spring 2027 growth on NWEA Lang. Use/11th grade 60th percentile on Fall 2026 to Spring 2027 NWEA Lang. Use	12 / 17 / 2026 05 / 15 / 2027

Root Cause Analysis





Need for instructional model aligned to the school's vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need to implement a school-wide model of instruction that allows us to move forward our vision for instruction and align systems, structures and practices to the vision.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 data-driven instruction aligned to standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for department-level data use aligned with standards and the school-wide vision for instruction.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 for instructional model aligned to the school's vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need to implement a school-wide model of instruction that allows us to move forward our vision for instruction and align systems, structures and practices to the vision.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 data-driven instruction aligned to standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for department-level data use aligned with standards and the school-wide vision for instruction.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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



Data Driven Instruction

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

In ELA, Math, Social Studies, and Science, we will provide facilitated support for teams to engage in data cycles. This will include using NWEA data to identify priority standards, determining where those standards are addressed in our instructional materials, examining student work to evaluate progress on priority standards, and making timely adjustments to instruction.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for data-driven instruction aligned to standards
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Implement Workshop Model School-wide

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies in all classrooms. This will include differentiated training, coaching, and systems development targeting teacher development in this area.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for instructional model aligned to the school's vision for instruction
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Staff and Student Culture/Mustang Pride Task Force

Major Improvement Strategy Category

School or District Climate and Culture

Describe the Major Improvement Strategy and the vision for implementation.

We will use data to monitor student and staff perceptions related to school connectedness, belonging, and high expectations for all. Based on data, we will provide layered supports to ensure all staff and students perceive that they have a sense of connectedness and belonging and that high expectations are in place and supported at Fort Morgan High School.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Improving school culture leads to better results for both students and staff, as schools that strengthened leadership, expectations, relationships, and safety saw higher student achievement and lower teacher turnover (Kraft et al., 2016). Students who feel connected to their school also have better social and emotional outcomes, including lower rates of mental health problems, violence, and substance use that last into adulthood (Steiner et al., 2019). For staff, a schoolwide approach to improving culture has been shown to strengthen teacher connection and create a healthier work environment (Bradshaw et al., 2009). This is especially important in rural schools, where a positive relational climate is one of the strongest predictors of whether teachers stay (Williams et al., 2021).

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

EASI Grant; General Fund/Local Funds

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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

Files & Trackers

- Final_~V1 Fort Morgan High School UIP 2026-27.pdf
- Fort Morgan High School 2026-2027 Improvement Plan.doc

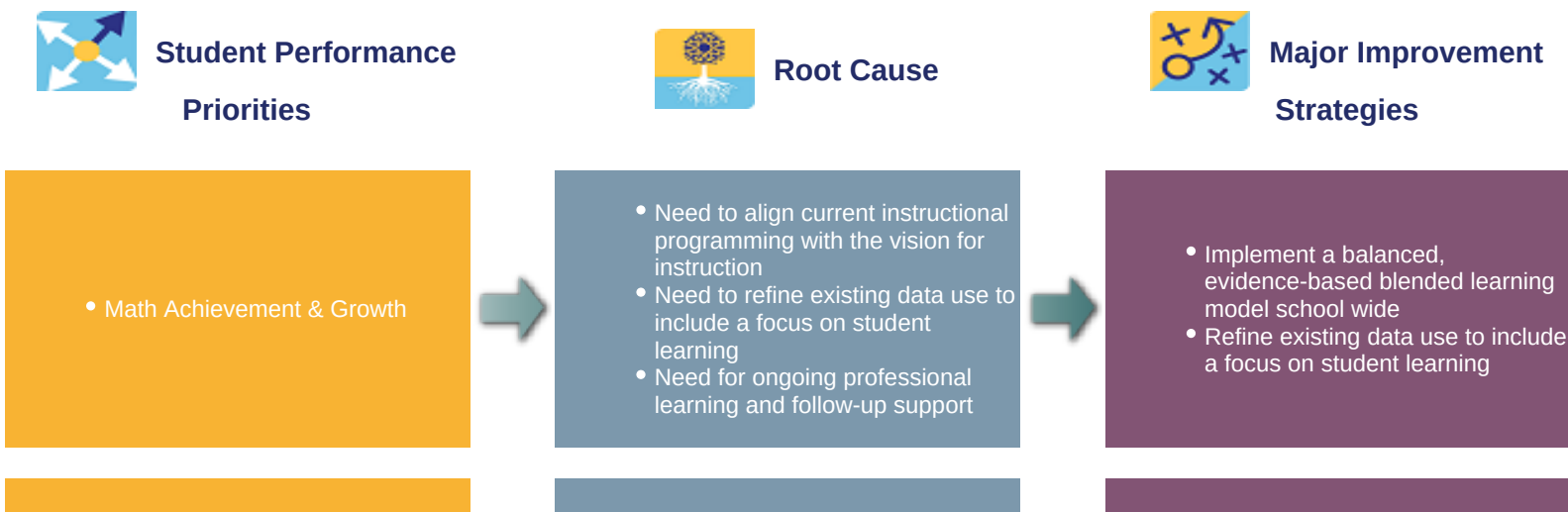
Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

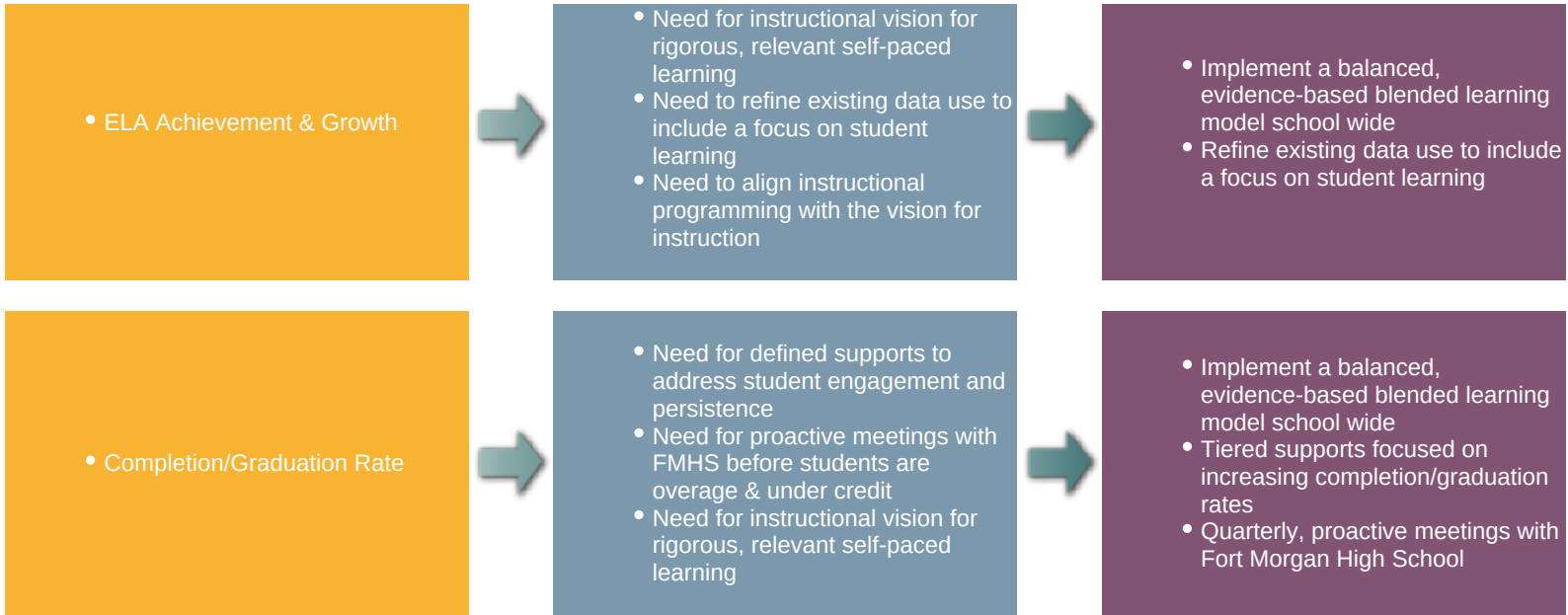
Executive Summary

School Information

School Name	Grades Served	Phone
Lincoln High School	NA - NA	9708672924
District Name	Website	State Identification
Fort Morgan Re-3	www.morgan.k12.co.us	AEC: Improvement Plan
Federal Identification		
Comprehensive Support and Improvement - Low Graduation Year 8		
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 students and families 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, access to 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.		

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- 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 students and families 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.

There have been some demographic shifts over the past couple of years at Lincoln High School. There has been a significant increase in the number of 9th and 10th grade students, more than doubling than in previous years. There has also been an increase in the number of females (53% to 56%) and the number of LEP students (4% to 8% increase). On an average over the past 3 years, 24% of the students have had an IEP, up from 19%.

Lincoln High School received an AEC: Improvement rating on the 2026 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.

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 aligned 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 361.53 ; the 3 year mean SAT Composite Score is 390.67 - 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 337.37 and the 3 year SAT Composite Score is 340.1 - both below the state average for AECs. Math will continue to be prioritized during the 2026-2027 school year.

Mean SAT Composite Score

Grade 11	2024	2025	2026	3 Year Ave.
Reading & Writing	390	372	410	390.67
Benchmark		401.1 (A)413.2(M)		
Math	362.3	348	310	340.1
Benchmark		379.6(A)/387.6(M)		
Composite	752.3	720	725	732.43
# of students				30

Reading & Writing Score range: 200 to 800 Math Score range: 200 to 800

Mean PSAT Composite Score

Grade 10	2024	2025	2026	3 Year Ave.
Reading & Writing	362.6	366	356	361.53
Benchmark		369.4(A)/394.0(M)		
Math	356.1	332	324	337.37
Benchmark		355.8(A)/367.5(M)		
Composite	718.7	698	680	698.9
# of students				27

Reading & Writing Score range: 160 to 760 Math Score range: 160 to 760

Composite Range: 320 to 1520

Over the past three years, students at Lincoln High School have shown a consistent increase in Academic Achievement in Language Usage (2024 - 63%, 2025 - 65%, and 2026 - 68%) improving at least one or more grade level equivalent between NWEA testing periods; in Reading (2024 - 67%, 2025 - 69%, and 2026 - 71%) improving at least one or more grade level equivalent between NWEA testing periods. NWEA achievement was not as consistent in math in at least one or more grade level equivalent between NWEA testing periods (2024 - 64%, 2025 - 48%, and 2026 - 61%).

AEC ASSESSMENT	AEC_ASSESSMENT_CAT	2023 Actual		2024 Actual		2025 Actual		2026 Actual	
NWEA MAP Achievement	Language Usage	50%		63%		65%		68%	
NWEA MAP Achievement	Math	62%		64%		48%		61%	
NWEA MAP Achievement	Reading	53%		67%		69%		71%	
NWEA MAP Growth Target	Language Usage	44%		63%		70%		68%	
NWEA MAP Growth Target	Math	54%		64%		48%		65%	
NWEA MAP Growth Target	Reading	53%		41%		64%		79%	

Over the past three years, students at Lincoln High School have shown a consistent increase in Growth in Language Usage (2024 - 63%, 2025 - 70%, and 2026 - 68%) improving their targeted RIT score between NWEA testing periods. NWEA Growth has shown a consistent increase in Reading (2024 - 41%, 2025 - 64%, and 2026 - 79%). NWEA Math Growth has been inconsistent (2024 - 64%, 2025 - 48%, and 2026 - 65%).

Attendance Data

Grade	Attendance					
	2023 - 2024		2024-2025		2025 - 2026	
	# of Stud.	% Att.	# of Stud.	% Att.	# of Stud.	% Att.
9	9	70.07	8	80.65	20	74
10	22	75.61	15	78.63	13	79.85
11	13	80.65	20	76.21	12	70.67
12	12	73.01	12	72.48	16	73.18
	56	75.73	55	76.49	61	74.78

For the past three years, students' attendance at LHS has shown steady improvement (2024 - 75.73%, 2025 - 76.49%, and 2026 - 74.78%) with a three average of 75.67%, slightly below state expected average daily attendance rates for AECs in approaching.

Graduation, Dropout, & Truancy Data

Graduation, Dropout, Truancy, Returning Student & Credits Earned					
	# of Graduates	Dropout Rate	Truancy Rate	Returning Student	Credits Earned
2023-2024	6	20.6%	13.15%	37/37 = 100%	382/595 = 64%
2024-2025	7	21.1%	10.07%	34/35 = 97%	512.5/758.5 = 68%
2025-2026	11	7.2%	11.2%	35/37 = 95%	313/620 = 50%
3 Year Average	8	16.3%	12.21%	106/109 = 97%	1207.5/1973.5 = 61%

For the past three years, LHS has had a high dropout rate (2024 - 20.6%, 2025 - 21.1%, and 2026 - 7.2%) with a three year average of 16.3% - approaching the state average when compared to other AECs.

One of the challenges that LHS faces is our graduation/completion rate. This is the area for which LHS has received a "Federal Identification Requirement." Over the past three years, LHS has shown consistent improvement in its completion/graduation rate (2024 - 42.3%, 2025 - 45.1% 2026 - 47.7%) as compared to other AEC's in Colorado but is still below the national average. Three out of the four major improvement strategies identified this year will have a direct impact on improving our completion/graduation rate. MIS #1: Design and implement quarterly proactive meetings between Lincoln and Fort Morgan High School. This strategy will help identify a strong early identification system in an attempt to allow us to intervene early and begin addressing those factors that can become what feels like insurmountable challenges to our students and impact their motivation and desire to graduate. MIS #3: Implement a balanced, evidence-based blended learning model schoolwide. Many of the students we serve arrive behind in credits and disengaged. This major improvement strategy will provide students with a strong standards-aligned curricula and digital tools that can be complemented by non-technology based instruction. This blended, self-paced learning model will provide students with the flexibility of online learning while adding the instruction, feedback, and personal connection they need to succeed. MIS #4: Design and implement tiered supports focused on increasing graduation/completion rates. This MIS directly addresses the federal identification requirement where we will build an early warning system that will allow us to identify struggling students, match them with appropriate interventions, and monitor their progress - this will occur in academics, attendance, and behavior. Additionally, there will be a strong focus on connecting students' schoolwork to their college and career goals by having students create an individualized plan for graduation and post-secondary preparation.

Student Performance Priority: 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 is the current performance of this Student Performance Priority?

Math SAT Mean Scale Score 351.1 Math PSAT Mean Scale Score 330.3

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 2-year (end of 2027-28) measure and target?

SAT Mean Scale Score 380 PSAT Mean Scale Score 350

What is the 1-year (end of 2026-27) measure and target?

SAT Mean Scale Score 366 PSAT Mean Scale Score 340

What is the current performance of this Student Performance Priority?

20th Median Growth Percentile on School Performance Framework

What is the 2-year (end of 2027-28) measure and target?

50th Median Growth Percentile in Math on School Performance Framework

What is the 1-year (end of 2026-27) measure and target?

40th Median Growth Percentile in Math on School Performance Framework

Interim Measure and Target

40% of students will score above the 41st percentile on NWEA single term achievement in Math
61% of students will score above the 41st percentile on NWEA single term achievement in Math

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

Interim Measure and Target

School-wide median growth percentile on NWEA Math will be 35th percentile
School-wide median growth percentile on NWEA Math will be 50th percentile

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

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?

47th Median Growth Percentile on School Performance Framework

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 2-year (end of 2027-28) measure and target?

60th Median Growth Percentile in Math on School Performance Framework

What is the 1-year (end of 2026-27) measure and target?

55th Median Growth Percentile in Math on School Performance Framework

Interim Measure and Target

School-wide median growth percentile on NWEA Reading and Language Use will be 60th percentile
School-wide median growth percentile on NWEA Reading and Language Use will be 65th percentile

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

Student Performance Priority: ELA Achievement & Growth

What is the current performance of this Student Performance Priority?

EBRW SAT Mean Scale Score 392.9 EBRW PSAT Mean Scale Score 357.3

What is the 2-year (end of 2027-28) measure and target?

EBRW SAT Mean Scale Score 415 EBRW PSAT Mean Scale Score 385

What is the 1-year (end of 2026-27) measure and target?

EBRW SAT Mean Scale Score 403 EBRW PSAT Mean Scale Score 365

Interim Measure and Target	Measurement Dates
----------------------------	-------------------

40% of students will score above the 41st percentile on NWEA single term achievement in Reading; 40% of students will score above the 41st percentile on NWEA single term achievement in Language Use	12 / 17 / 2026 05 / 15 / 2027
61% of students will score above the 41st percentile on NWEA single term achievement in Reading; 61% of students will score above the 41st percentile on NWEA single term achievement in Language Use	

Student Performance Priority: Completion/Graduation Rate

Student Performance Priority Category

Graduation/Completion 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")

All Grades Served

What is the current performance of this Student Performance Priority?

Graduation/Completion Rate is 47.7%

What is the 2-year (end of 2027-28) measure and target?

65% Graduation/Completion Rate

What is the 1-year (end of 2026-27) measure and target?

58% Graduation/Completion Rate

Interim Measure and Target	Measurement Dates
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80% of students will earn 80% of eligible credits for the semester	12 / 17 / 2026 05 / 15 / 2027
90% of students will earn 80% of eligible credits for the semester	

Improving Mathematics Outcomes Targets

What is the current performance of students below grade level or struggling in math?	Interim Measure and Target	On what date will the school measure this interim target?
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39/40 students performing below grade level on NWEA in math	Decrease percentage of students performing below grade level to 35/40	12 / 17 / 2026 05 / 15 / 2027
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What is the 2-year (end of 2027-28) measure and target?	Decrease percentage of students performing below grade level to 33/40	
--	---	--

Decrease the number of students performing below grade level in math to 27/40		
---	--	--

What is the 1-year (end of 2026-27) measure and target?

Decrease the number of students performing below grade level in math to 33/40

Root Cause Analysis



Math Achievement & Growth



Need to align current instructional programming with the vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

The instructional vision should clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision, with a particular focus on ALEKs for math. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to refine existing data use to include a focus on student learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to consider the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. This will include data to effectively onboard students throughout the school year, identify skill gaps and provide immediate support, and progress monitor learning with frequency. We will use current processes focused on student work completion data to make the necessary shift to monitoring academic data with frequency. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for ongoing professional learning and follow-up support

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

After collaboratively defining what excellent instruction should look like school-wide at Lincoln, we need to provide ongoing, job-embedded training for staff aligned to the school's definition. Training should include skill-gap diagnosis and targeted instruction, and relevance-driven lesson design. We will provide follow up coaching from the instructional coach to ensure practices are consistently implemented school-wide. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



ELA Achievement & Growth



Need for instructional vision for rigorous, relevant self-paced learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to create a shared vision for instruction that drives how learning is supported and assessed. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. Currently, online coursework lacks clear ties to each student's ICAP. As a result, students spend instructional time on content they don't see as relevant to their own path. This represents a resource inequity and is likely contributing to Lincoln's ESSA identification for low graduation/completion rate. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to refine existing data use to include a focus on student learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to consider the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. This will include data to effectively onboard students throughout the school year, identify skill gaps and provide immediate support, and progress monitor learning with frequency. We will use current processes focused on student work completion data to make the necessary shift to monitoring academic data with frequency. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority

performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to align instructional programming with the vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

The instructional vision should clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Completion/Graduation Rate



Need for defined supports to address student engagement and persistence

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to monitor student attendance, behavior, and academic performance and provide timely, increasingly intensive support to students who fall off track. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for proactive meetings with FMHS before students are overage & under credit

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to design and co-monitor an early warning system with Fort Morgan High School to help ensure students receive support that is proactive and tailored to their needs. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for instructional vision for rigorous, relevant self-paced learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to create a shared vision for instruction that drives how learning is supported and assessed. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. Currently, online coursework lacks clear ties to each student's ICAP. As a result, students spend instructional time on content they don't see as relevant to their own path. This represents a resource inequity and is likely contributing to Lincoln's ESSA identification for low graduation/completion rate. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.

Major Improvement Strategies



Quarterly, proactive meetings with Fort Morgan High School

Major Improvement Strategy Category

Targeted Student Academic Supports

Describe the Major Improvement Strategy and the vision for implementation.

We will create a collaborative, well-articulated process with Fort Morgan High School that allows for timely identification of students who are demonstrating a need for the levels of support provided at Lincoln. We will meet with Fort Morgan quarterly to discuss student progress so that we can intervene early and avoid significant credit loss.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for proactive meetings with FMHS before students are overage & under credit

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

What Works Clearinghouse recommends that schools monitor the progress of all students and intervene early when students show signs of attendance, behavior, or academic problems (Rumberger et al., 2017). A randomized controlled trial in 73 high schools found that a team-based early warning system, which identified at-risk students, assigned them to interventions, and monitored their progress, reduced chronic absence and course failure after just one year (Faria et al., 2017). An articulated transition model between the traditional high school and the AEC applies this same approach across both campuses, and well-supported transitions have been identified as a common practice of successful alternative programs

(Legislative Budget Board, 2016). This strategy is a strong contextual fit because it addresses a systemic need to articulate a shared approach with Fort Morgan High School to early identification and builds upon our current partnership with them.

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

EASI Grant



Refine existing data use to include a focus on student learning

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will identify the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. In each curricular unit, we will identify mastery checkpoints and create or identify student assignments that will allow us to determine whether mastery has been achieved. We will examine student work samples for each mastery checkpoint and identify the gap between mastery of the standard(s) and current student performance. We will then identify instructional strategies to close the gap.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to refine existing data use to include a focus on student learning

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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 (Bambrick-Santoyo, 2010). Data-driven instruction involves changing a school's focus from “what was taught” to “what was learned” (Bambrick-Santoyo, 2010). This approach is supported by a randomized controlled trial in more than 500 schools, which found that a data-driven reform initiative produced statistically significant improvements in student math achievement (Carlson et al., 2011). A review of research on teacher collaboration found that student learning improved when teachers focused their work together on what students were actually learning (Vescio et al., 2008). This strategy is a strong contextual fit at Lincoln because we are able to build upon strong practices focused on work completion to now include regular analysis of student work. This will help ensure that progress reflects real mastery and meaningful growth rather than simply time spent in a course.

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

EASI Grant



Implement a balanced, evidence-based blended learning model school wide

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will create a shared vision for blended learning. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. The instructional vision will clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision, with a particular focus on ALEKS for math.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to align current instructional programming with the vision for instruction
- Need for ongoing professional learning and follow-up support
- Need for instructional vision for rigorous, relevant self-paced learning
- Need for defined supports to address student engagement and persistence

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

In a randomized controlled trial with more than 1,200 at-risk high school students, those who took an online credit recovery course earned lower grades, scored lower on tests, and recovered credit less often than students who took the same course with a teacher (Heppen et al., 2017). The online students also found the course harder and the grading expectations less clear (Heppen et al., 2017). Blended learning offers a stronger alternative, as a meta-analysis of 45 studies found that combining online and face-to-face instruction significantly improved student outcomes, while purely online learning did not (Means et al., 2013). The researchers noted that successful blended programs often included more learning time and more interaction among students (Means et al., 2013). This is a strong contextual fit for Lincoln because we serve students who often arrive behind and disengaged. We have strong standards-aligned curricula and digital tools that can be complemented by non-technology based instruction. A blended model keeps the flexibility of online learning while adding the instruction, feedback, and connection they need to succeed.

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

EASI Grant



Tiered supports focused on increasing completion/graduation rates

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will establish well-articulated processes to identify students showing signs of distress related to graduation/completion and systematize our response. This will include creating Individualized Graduation Plans (of which ICAP is a part). On the proactive side, we will increase targeted industry visits, college tours, and local workforce center workshops, implement monthly celebrations, include micro-goals in Individualized Graduation Plans, and use Advisory for Graduation Case Management. On the responsive side, we will use identified early warning cut-points to match student performance and needs with Tier 2 & 3 supports focused on accelerating progress toward graduation. We will evaluate the effectiveness of our layered supports and make adjustments based on data.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for defined supports to address student engagement and persistence

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The What Works Clearinghouse recommends that schools monitor student attendance, behavior, and academic performance and provide increasingly intensive support to students who fall off track (Rumberger et al., 2017). Providing students who face significant barriers to graduation with an individualized plan and a dedicated adult who coordinates their support is backed by moderate evidence (ESSA Tier 2) (Rumberger et al., 2017). In a randomized controlled trial, high schools that used a team-based early warning system to identify struggling students, match them with interventions, and monitor their progress reduced chronic absence and course failure within one year (Faria et al., 2017). Research in alternative schools shows that students earn more credits when they attend regularly and stay connected to support services (Lohmeier, 2022). Connecting schoolwork to students' college and career goals is also supported by strong evidence (ESSA Tier 1) for keeping students in school (Rumberger et al., 2017). This is a strong contextual fit for Lincoln because of our need to improve our graduation/completion rate. We are also small enough to be able to coordinate individualized plans for graduation and provide tailored case management. Finally, we have a Student Success Coordinator whose focus in career connected learning.

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

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 Awareness - ESSA School Improvement : 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	☒ I agree
Stakeholder Progress Monitoring : 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
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Lincoln High School 2026-2027 Improvement Plan.doc

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

District Information

	Grades Served	Phone
	NA - NA	9708675633
District Name	Website	State Identification
Fort Morgan Re-3	http://www.fortmorgank12.com	Accredited with Improvement Plan
Federal Identification		
Description		
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.		

District Contact Information

Name: Rena Frasco
Title: Assistant Superintendent
Phone: 970-370-6113
Email: rena.frasco@fortmorgank12.com

Name: Rob Sanders
Title: Superintendent
Phone: 970-867-5633
Email: rob.sanders@fortmorgank12.com

Relationship of UIP Elements



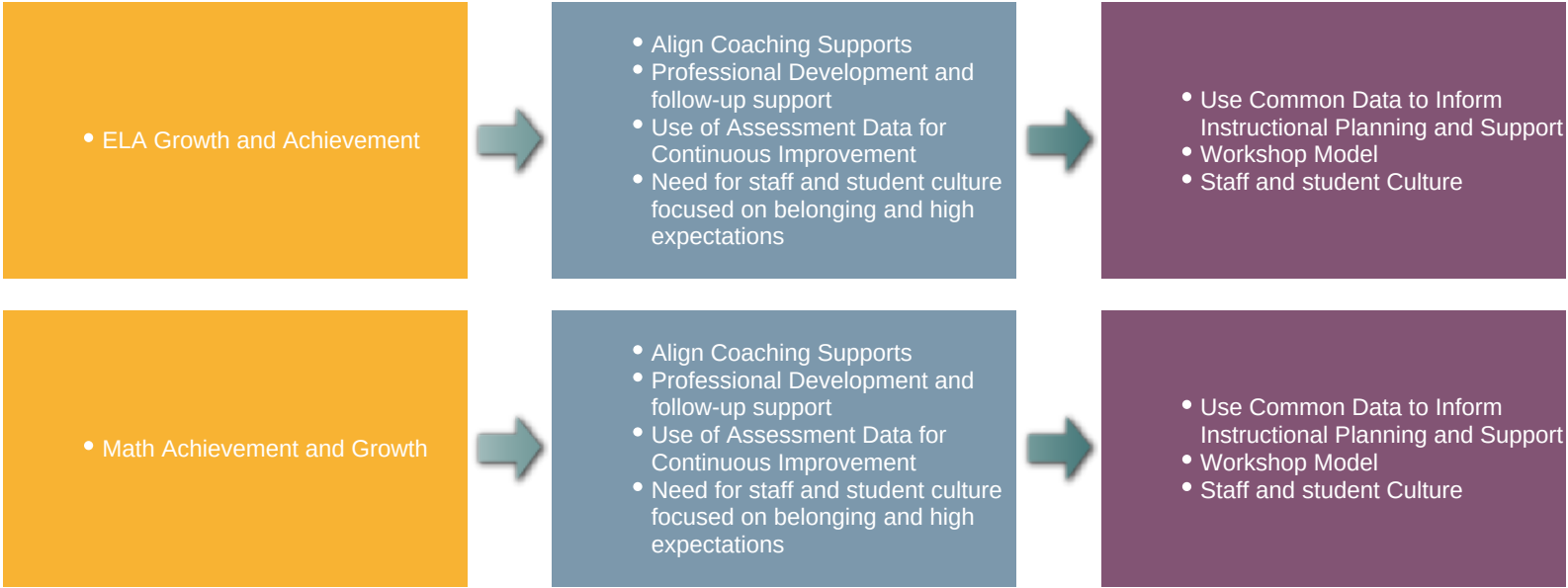
**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

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.)

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?

The current performance of this priority is that students are at the 41st percentage for achievement in NWEA fall of 2026.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027, students will be performing at the 51st percentile in achievement.

What is the 1-year (end of 2026-27) measure and target?

By the end of 2026, students will be performing at the 46th percentile in achievement.

Interim Measure and Target

By winter of 2026-2027, students will be in the 61st percentile for growth on reading NWEA.
By spring of 2026-2027, students will be in the 65th percentile for growth on reading NWEA.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

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 is the current performance of this Student Performance Priority?

The current performance of this priority is that students are at the 42nd percentage for achievement in NWEA fall of 2026.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be at the 55th percentile for achievement in NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be at the 50th percentile for achievement in NWEA.

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

By winter of 2026-2027, students will be in the 55th percentile for growth on math NWEA.
By spring of 2027, students will be in the 60th percentile for growth on math NWEA.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

Root Cause Analysis



ELA Growth and Achievement



Align Coaching Supports

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Infrastructure (data, systems, identification)

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 Rtl plans through our COMTSS EASI Grant.



Need for staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.



Math Achievement and Growth



Align Coaching Supports

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Infrastructure (data, systems, identification)

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.



Need for staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Major Improvement Strategies



Use Common Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support
- Use of Assessment Data for Continuous Improvement
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Infuse Language Development Across All Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

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

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Workshop Model

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies in all classrooms. This will include differentiated training, coaching, and systems development targeting teacher development in this area.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support
- Use of Assessment Data for Continuous Improvement

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I; Title II; General Fund/Local Funds



Staff and student Culture

Major Improvement Strategy Category

School or District Climate and Culture

Describe the Major Improvement Strategy and the vision for implementation.

We will use data to monitor student and staff perceptions related to school connectedness, belonging, and high expectations for all. Based on data, we will provide layered supports to ensure all staff and students perceive that they have a sense of connectedness and belonging and that high expectations are in place and supported at the district level.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Improving school culture leads to better results for both students and staff, as schools that strengthened leadership, expectations, relationships, and safety saw higher student achievement and lower teacher turnover (Kraft et al., 2016). Students who feel connected to their school also have better social and emotional outcomes, including lower rates of mental health problems, violence, and substance use that last into adulthood (Steiner et al., 2019). For staff, a schoolwide approach to improving culture has been shown to strengthen teacher connection and create a healthier work environment (Bradshaw et al., 2009). This is especially important in rural schools, where a positive relational climate is one of the strongest predictors of whether teachers stay (Williams et al., 2021).

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

Title I; Title II; Title III; Title IV; General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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	☒ I agree
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
District Board Approval : Local Board Adoption: The local board reviewed and adopted the plan.	District	☒ I agree

Files & Trackers

- Final_~V2 Fort Morgan Re-3 UIP 2026-27.pdf
- Final_~V1 Fort Morgan Re-3 UIP 2026-27.pdf
- Fort Morgan UIP Action Steps .pdf

Morgan County School District Re-3

District Support Center

715 West Platte Avenue
Fort Morgan, Colorado 80701



From the Human Resources Department

TO: BOE
FROM: Jason Frasco
DATE: October 14, 2026
RE: October 19, 2026 – BOE Report

1. Personnel Action Report – Action Item
2. Active Job Postings
 - a. Administrative:
 - b. Certified:
 - c. Classified:
 - d. Coaching:
 - e. Alternative: 1 standing posting to collect applications
 - f. Apprenticeship: 1 standing posting to collect applications
 - g. Resume: 1 standing posting to collect applications
 - h. Substitute: 4 standing postings for cook, custodian, classified, and certified
3. Compliance Training for District staff:
 - a. Working with VECTOR (free since we are members of CSDSIP)
 - b. Training will address a variety of areas such as:
 - Cultivating a Supportive, Respectful and Engaged Learning Classroom
 - Cybersecurity Overview
 - Seizure First Aid Ready by Epilepsy Foundation of America
 - Understanding Boundaries
 - Policy GBEB – Staff Professionalism
4. American Fidelity enrollment
 - a. October 19 – October 30
 - b. Primary focus is enrollment status for Section 125 tax deferred Flex Spending Account and Dependent Daycare
 - c. Added benefit options available to employees as they believe necessary

NOTE: Colorado school districts are required by law to adopt a policy on this subject, and the law contains some specific direction as to the content or language. This sample policy contains the content/language that CASB believes best meets the intent of these legal requirements, as follows: ~~(1) policy on use of pencil and paper to complete any portion of a state assessment that students would otherwise complete on a computer;~~ (12) policy to allow parents to excuse their children from participating in one or more state assessments; and (23) policy to ensure appropriate school personnel share with and explain student state assessment results and longitudinal growth information with the student's parent/guardian. However, the District should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

This policy is intended to replace former policies IKAB, Report Cards/Progress Reports; ILBA, District Program Assessments; and ILBB, State Program Assessments.

Grading and Assessment Systems

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

State Assessment System STATE ASSESSMENT SYSTEM

State and federal law require District students to take standardized assessments in the instructional areas of English Language Arts, Math, and Science. State law also requires students in elementary and middle school to take standardized assessments in the instructional area of Social Studies. Accordingly, the District will administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the District to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; on how a parent requests to excuse an exemption for their children from taking state assessments; and the District's Assessment Calendar. This policy and its accompanying regulation represent the District's processes to address these requirements.

1. Pencil and Paper Testing Option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and

- ~~the logistics of administering the state assessment in different formats at a particular school or schools.~~

~~Prior to making this determination, the superintendent or designee must consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.~~

~~For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment will be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.~~

~~2. Parent/Guardian Request for Exemption~~ **PARENT/GUARDIAN REQUEST FOR EXEMPTION**

A parent/guardian who wishes to exempt their child from a particular state assessment or **all state** assessments must make this request in accordance with this policy's accompanying regulation, [IKA-R](#).

In accordance with state law, the **D**istrict will not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments. Students excused by their parents/guardians from participating in a state assessment or assessments will not be prohibited from participating in an activity or from receiving any other form of reward that the **D**istrict provides to students for participating in the state assessment.

This policy's exemption process applies only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and does not apply to **D**istrict or classroom assessments.

~~3. Sharing of Student State Assessment Results with Parents/Guardians~~ **SHARING OF STUDENT STATE ASSESMENT RESULTS WITH PARENTS/GUARDIANS**

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. Appropriate school personnel, including those who work directly with the student, will have access to the student's state assessment results and longitudinal academic growth information and must share with and explain that information to the student's parent/guardian.

NOTE: State law requires districts to include a student's state assessment results in each student's permanent academic record. C.R.S. 22-7-1006.3 (7)(d). State assessment results must also be included on each student's final report card for the applicable school year, if the district has sufficient time to process the results after they are released. ~~Id.~~ Districts must also describe each student's "level of postsecondary and workforce readiness" on the student's final high school transcript, but must not indicate each student's level of performance on a state readiness assessment or national assessment on the student's transcript. C.R.S. 22-7-1016 (2)(b).

District Assessment System

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- 1. Challenges students to think critically, and apply what they have learned, and gives them the opportunity to demonstrate their skills and knowledge;
- 2. Includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers, and parents/guardians know that extra effort is necessary;
- 3. Provides reliable and valid information on student and school performance to educators, parents/guardians, and community members employers; and
- 4. Provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

In accordance with applicable law, the district's assessment system will accommodate students with disabilities and English Language Learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

~~Additional Assessment Information for Parents/Guardians~~ ADDITIONAL ASSESSMENT INFORMATION FOR PARENTS/GUARDIANS

In accordance with state law and this policy's accompanying regulation, the district will distribute an Assessment Calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

~~Classroom Assessment System~~ CLASSROOM ASSESSMENT SYSTEM

Classroom assessment practices will be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment is to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress, and improve their learning.

~~Grading System~~ GRADING SYSTEM

The administration and professional staff will devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students will be kept in a form meaningful to parents/guardians as well as teachers. The grading system will be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom

assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board will approve the grading, reporting, and assessment systems as developed by the professional staff, upon recommendation of the Superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

Adopted June 23, 1980

Revised May 1996; July 2010; October 5, 2015; July 15, 2019; July 17, 2020 ; TBD

LEGAL REFERENCES:

- 20 U.S.C. 6311 (b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement Mathematics, Reading or Language Arts, and Science assessments*)
- 20 U.S.C. 6312 (e)(1)(B)(i) (*under ESSA, District must provide information to parents regarding child's level of achievement and academic growth on state assessments*)
- 20 U.S.C. 6312 (e)(2)(A) (*under ESSA, district must provide information to a parent regarding District's opt-out policy for state assessments, at parent's request for such information*)
- C.R.S. 22-7-1006.3 (1) (*state assessment implementation schedule*)
- C.R.S. 22-7-1006.3 (1)(d) (*District must report to CDE the number of students who will take the state assessment in a pencil and paper format*)
- C.R.S. 22-7-1006.3 (7)(d) (*state assessment results included on student report card if feasible*)
- C.R.S. 22-7-1006.3 (8)(a) (*policy required to ensure explanation of student state assessment results*)
- C.R.S. 22-7-1013 (1) (*District academic standards*)
- ~~C.R.S. 22-7-1013 (6) (*policy required regarding the use of pencil and paper on state assessments*)~~
- C.R.S. 22-7-1013 (7) (*procedure required concerning distribution of assessment calendar to parents/guardians*)
- C.R.S. 22-7-1013 (8) (*policy and procedure required to allow parents to excuse their children from participation in state assessments*)
- C.R.S. 22-7-1016 (2)(b) (*results of state "readiness assessments" and national assessments administered in high school must not be included on high school student's final transcript*)
- C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
- C.R.S. 22-11-203 (2)(a) (*principal required to provide educators access to their students' academic growth information "upon receipt" of that information*)
- C.R.S. 22-11-504 (3) (*policy required to ensure explanation of student state assessment results and longitudinal growth information*)
- 1 CCR 301-46 (*Rules for the Administration of the College Entrance Exam*)

CROSS REFERENCES:

AEA, Standards Based Education

AED*, Accreditation

IK, Academic Achievement

[IKA-R](#), Grading and Assessment Systems Regulation

JRA/JRC, Student Records/Release of Information on Students

**~~Grading/Assessment Systems~~ Grading and Assessment Systems:
(Exemption Procedure and Information to Parents/Guardians)**

NOTE: Colorado school districts are required by law to adopt a regulation on this subject, and the law contains some specific direction as to the content or language. This sample 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 language that meets local circumstances and needs.

~~Parent/Guardian Request for Exemption~~ PARENT/GUARDIAN REQUEST FOR EXEMPTION

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the ~~D~~istrict may request that his or her child be exempt from participating in one or more state assessments. The following is the process to request an exemption:

1. The request for exemption must be submitted in writing to the school principal;-
2. The parent/guardian will not be required to state the reason for asking for the exemption;-
3. The request for exemption may apply to all **state assessments**, or specific state assessments administered to the student during the school year;-
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request;-
5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the ~~D~~istrict may plan accordingly.

~~Information to Parents/Guardians~~ INFORMATION TO PARENTS/GUARDIANS

Each school year at the earliest possible time, the ~~D~~istrict ~~will shall~~ distribute information to students' parents/guardians regarding the state and ~~D~~istrict assessments that the ~~D~~istrict will administer that year. This information ~~will shall~~ also be posted on the ~~D~~istrict's website.

NOTE 1: The information distributed to parents/guardians must include: (1) the state and local assessments that the district will administer during the school year; (2) whether the assessment is required by federal law and/or state law or is required by the district; (3) the "anticipated" calendar for administering state and district assessments; (4) the "purposes" of the state and district assessments; and (5) the "manner" in which the results will be used by the district and the Colorado Department of Education. C.R.S. [22-7-1013\(7\)\(a\)](#).

The ~~D~~istrict ~~will shall~~ also distribute a ~~D~~istrict **Assessment** calendar to students' parents/guardians at the earliest possible time each school year, and ~~will shall~~ post the calendar on the ~~D~~istrict's website.

~~At a minimum, the~~ **The** ~~D~~istrict **Assessment** **C**alendar **must shall** include:

- **1. A**n estimate of the testing hours required on each testing day; and

- 2. Whether the assessment is required by federal and/or state law or is a District assessment. was selected by the district.

NOTE 2: Districts are not required to include "course-specific assessments that are not adopted by the [Colorado State Board of Education]" or "nonstandardized, ~~classroom-based~~ classroom-based assessments" in the district assessment calendar or in information provided to parents/guardians. C.R.S. [22-7-1013\(7\)\(c\)](#).

Adopted October 2015

Revised TBD

Public's Right to Know ~~and~~ Freedom of Information

NOTE: Colorado school districts are required by law to adopt a policy regarding the fee for research and retrieval of public records, if the district chooses to impose such a fee. The law contains specific direction regarding the content of such policy. This sample 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 language that meets local circumstances and needs.

The Board serves the public, and its meetings and records are to be open and accessible to the public, except as limited by applicable federal law, state law, or court rulings.

~~The Board of Education is a public servant, and its meetings and records will be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

The official minutes of the Board, its written policies, and its financial records will be open for inspection **upon request** ~~at the office of the superintendent by any citizen desiring to examine them during hours when the office of the superintendent is open.~~ However, no records will be released for inspection by the public or any unauthorized persons, ~~either by the Superintendent or any other person designated as custodian for District records, if such disclosure would be contrary to the public interest as described in state law or otherwise prohibited by law.~~ The District's financial information will be posted online in accordance with the Public School Financial Transparency Act.

NOTE: State law permits school districts to charge up to \$41.37 per hour for staff time spent in the research and retrieval of public records after the first hour of staff time spent. C.R.S. [24-72-205](#) (6)(a). This sample policy imposes the maximum hourly fee. Districts may choose to impose a lower hourly fee, so long as the first hour is free. The hourly fee increased on July 1, 2019 and may be increased by July 1 of every five-year period thereafter, as determined by the director of research of the legislative council "in accordance with the United States Department of Labor, Bureau of Labor Statistics, Consumer Price Index for Denver-Boulder-Greeley" or its successor index. C.R.S. [24-72-205](#) (6)(b). Once determined, the director of research must post the adjusted maximum hourly fee on the state legislature's website.

In responding to a request for the District's public records, the District will charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records, conducting searches for requested records, reviewing records to determine whether they are responsive to the request, and identifying and separating those records that are not public and/or are privileged or confidential. Such fee will be ~~\$41.37~~ **\$33.58** per hour, which may be increased from time to time as permitted by applicable state law. The District will also charge other reasonable fees in responding to a request for the District's public records, in accordance with the accompanying regulation.

The Board wishes to support the right of the people to know about the programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is

authorized to use all means available to keep parents/guardians and others of that particular school's community informed about the school's program and activities.

Adopted June 23, 1980

Revised to conform with practice: date of manual adoption

Revised September 15, 2014; March 2, 2020; July 13, 2026, **TBD**

LEGAL REFERENCES:

C.R.S. 22-9-109 (*exemption*

from public inspection)

C.R.S. 22-32-109 (1)(c) (*documents available for public inspection*)

C.R.S. 22-44-301 *et seq.* (*Public School Financial Transparency Act*)

C.R.S. 24-72-201 *et seq.* (*access to public records*)

C.R.S. 24-72-205 (6)(a) (*must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee; policy must be posted on website or otherwise published*)

C.R.S. 24-72-205 (6)(b) (*maximum hourly fee for research and retrieval of public documents adjusted on July 1, 2019, and every five-year period thereafter*)

CROSS REFERENCES:

BEDA, Notification of School Board Meetings

BEDG, Minutes

DAB*, Financial Administration

EGAEA, Electronic Communication

GBJ, Personnel Records and Files

JRA/JRC, Student Records/Release of Information on Students

Public's Right to Know ~~and~~/Freedom of Information Procedures

NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, some content in this sample reflects legal requirements school districts must follow. This sample 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 language that meets local circumstances and needs.

The following procedure applies to requests by members of the public, including parents, community members, media organizations, and other third parties, for inspection of public records maintained by the District. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record.

~~Process for Requesting Records~~ **PROCESS FOR REQUESTING RECORDS**

1. All requests for public record(s) maintained by the District will be specific enough to allow the District to efficiently identify the requested record and respond to the request. To clarify and facilitate the processing of a request to inspect and/or obtain copies of records, the District requires that the request be made in writing. **The District may not require a person to provide any form of identification to request or inspect records, unless the identification is required by law in order to release confidential information.**
2. **If the requested public record is in active use, in storage, or otherwise not readily available at the time of the person's request, the person requesting the record will be informed of that fact. The Custodian of Records will then make the record available within a reasonable time of the person's request.** ~~The District has no duty to create a public record that does not already exist.~~
 - a. **A reasonable time will not exceed three working days, and may be extended by an additional seven working days if certain extenuating circumstances exist, in accordance with state law.**
3. **If the person seeking the record requests transmission of the record, the Custodian of Records will notify the person once the record is available that it will only be transmitted when the Custodian receives payment or makes arrangements for receiving payment for all costs associated with the record transmission and for all other fees lawfully allowed, unless the Custodian waives all or any portion of such costs or fees.** ~~If the requested public record is in active use, in storage, or otherwise not readily available at the time of the person's request, the person requesting the record will be informed of that fact. The custodian of records will then make the record available within a reasonable time of the person's request.~~

Upon receipt of payment of any applicable copy costs and/or other fees or upon making payment arrangements with the person requesting the record, the Custodian of Records will transmit a copy of the record by United States mail, other delivery service facsimile or electronic mail. Transmission will occur as soon as practicable but no more than three business days after the Districts receipt of payment, or making arrangements to receive such payment.

~~A reasonable time will not exceed three working days, and may be extended by an additional seven working days if certain extenuating circumstances exist, in accordance with state law.~~

~~If the person seeking the record requests transmission of the record, the custodian of records will notify the person once the record is available that it will only be transmitted when the custodian receives payment for all fees lawfully allowed.~~

~~Upon receipt of payment of any applicable copy costs and/or other fees, the custodian of records will transmit a copy of the record by United States mail or by other electronic means. Transmission will occur as soon as practicable but no more than three business days after the District's receipt of payment.~~

4. Inspection of any public record will take place in an area designated by the District's Custodian of records and will occur in a manner that will not be disruptive to District operations. District Employees will be assigned to monitor any inspection of public records.
5. If the District does not have facilities for making a copy of a record that a person has the right to inspect, the person will be granted access to the record for the purpose of making a copy. The copy will be made under the supervision of the Custodian of Records or designee. When practical, the copy will be made in the place where the record is kept, but, if it is impractical to do so, the Custodian may allow arrangements for the copy to be made at another facility.

DISTRICT RESPONSIBILITIES

The District has no duty to create a public record that does not already exist.

If the District stores the public record in a digital format, the District must provide a copy of the record in a digital format unless otherwise requested by the requestor, and must transmit the record by electronic mail if possible. Public records stored in a searchable format must be provided in a searchable format and public records stored in a sortable format must be provided in a sortable format, and a digital public record must not be converted into a non-searchable or non-sortable format before transmission. However, public records do not need to be provided in a searchable or sortable format if any of the following exceptions apply:

1. Producing the record in the requested format would violate the terms of a copyright or licensing agreement;
2. Producing the record in the requested format would result in the release of third-party proprietary information;
3. After making reasonable inquiries, the Records Custodian determines that:
 - a. It is not technologically or practically feasible to permanently remove information that the District is required or permitted to withhold;
 - b. It is not technologically or practically feasible to provide a copy of the record in a searchable or sortable format;
 - c. Producing the record in a searchable or sortable format would require the purchase of software, or the creation of additional programming or functionality in existing software, to remove information the District is required or permitted to withhold.

Fees-~~FEES~~

1. The fee for copying **printed** public records will be \$.25 per page unless actual costs exceed that amount. **No per-page fee will be charged for copying digital records.**
2. No transmission fee will be charged for transmission via electronic mail.
3. If the District, in response to a specific request, manipulates data to generate a record in a form not used by the District, it may charge a reasonable fee not to exceed the actual cost of manipulating the data and generating the record. Fulfilling such a request will be at the option of the District.
4. If a requested record **is a result of computer output other than word processing,** ~~can be produced and provided electronically,~~ the fee **for a copy** will be based on recovery of the actual costs of providing the electronic service and product together with a reasonable portion of the costs associated with building and maintaining the information system. This fee may be reduced or waived by the **S**uperintendent or designee if the electronic service or product is used for a public purpose.
5. If another facility is necessary, the costs of providing them will be paid by the person requesting the copy. The **C**ustodian may establish a reasonable schedule of times for making a copy and may charge the same fee for services rendered in supervising the copy as the **C**ustodian may charge for furnishing a copy.

DENIAL OF ACCESS AND DISPUTE RESOLUTION

1. **If the District denies a request for access to District records and the person requesting the records asks for a written statement of the grounds for**

- denial, the District must provide a written statement to the person, citing the law or regulation under which the District denied access.
2. A person denied access to District records may seek a court order compelling disclosure.
 3. Before seeking a court order, the person must provide written notice to the Records Custodian at least 14 days before filing an application in court.
 4. During the 14-day period, the Records Custodian will meet in person or communicate on the telephone with the person denied access to District records to determine if the dispute may be resolved without court involvement.
 5. Any common expense necessary to resolve the dispute will be apportioned equally between the person requesting the records and the District, unless the District and person agree to a different method of allocating the costs.

In addition to the procedures contained in this regulation, the District may develop further procedures governing the inspection, copying and transmission of its records as it deems necessary to protect its records and prevent unnecessary interference with District staff responsibilities and District operations.

Adopted October 1996

Revised August 2014; July 13, 2026; TBD

Community Use of School Facilities

*NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, this policy reflects legal requirements school districts must follow. This sample policy 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 language that meets local circumstances and needs.
If the district does not make its facilities available to youth or community groups to meet before or after school hours the language in brackets within paragraph three of this sample policy is not required.*

School buildings and equipment represent a considerable investment of public funds. The Board of Education may permit community organizations to use school facilities for programs that provide a wide range of educational, social, recreational, and cultural activities for the citizens of the District. Such use will be subject to the conditions described in this policy and the accompanying regulations.

The primary use of school facilities is for school purposes. No other use of facilities is permitted that interferes with school-sponsored activities.

~~Eligible Organizations~~ **ELIGIBLE ORGANIZATIONS**

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations or groups intended to serve youth under the age of 21, may use the school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent and approved by the Board of Education.

Whenever a community group is permitted to use a school or other facility, at least one District Employee must be on hand, paid for by the organization, when in the opinion of the Superintendent it is necessary to supervise the individuals and protect school property. The number of paid employees will depend on the type of service, number to be served, and number of volunteer helpers. Applicable fees will be assessed according to policy.

Whenever a cafeteria is used, it will be under the supervision of a school employee. The group using the facility must reimburse the District for the salary of the employee.

No school building or facility will be used for any purpose which could result in picketing, rioting, disturbing the peace, damage to property, or for any purpose prohibited by law.

~~Rental Charges and Approval of Use~~ **RENTAL CHARGES AND APPROVAL OF USE**

Specific regulations for scheduling outside uses of school facilities will be developed by the Ssuperintendent and approved by the Board. Fees for the use of school facilities will be determined by the Ssuperintendent or designee based upon the rental charges and personnel fees approved by the Board.

All rentals of school facilities will be approved by the Ssuperintendent, or designee, on the basis of this policy and its accompanying regulations. Any special requests or exception to policy and/or regulations must be approved by the Board superintendent.

Any individual, group, or organization using school property as provided under this policy will hold the Board of Education, individual Board members, and all District Oofficers, agents, and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be in any way caused by such use or occupancy. When using school facilities, organizations will be required to furnish satisfactory liability insurance protection.

Adopted June 23, 1980

Revised June 9, 1986; March 1991; May 1993; October 18, 2010; July 13, 2026; TBD

LEGAL REFERENCEs:

C.R.S. 22-32-110 (1)(f) (Specific powers of the Board—to lease space)

20 U.S.C. 7905 (*Boy Scouts of America Equal Access Act*) ~~contained in~~

~~No Child Left Behind Act of 2001~~

CROSS REFERENCEs:

EDC, Authorized Use of School-Owned Materials and Equipment

JJA-2, Student Organizations – Open Forum (~~Secondary Schools~~)

Community Use of School Facilities

NOTE: While Colorado school districts are not required by law to adopt a regulation on this subject, CASB believes this sample contains the content/language that reflects "best practices." However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

RESPONSIBILITY Responsibility

The building administrator or designee will be responsible for the administration of the accompanying policy on community use of school facilities.

The role of the building administrator or designee will be ~~to that of~~ assisting potential users in finding suitable space and providing technical assistance to appropriate building staff upon request.

SCHEDULING Scheduling

~~After District activities have been scheduled, s~~Space will be available with attention to ~~for~~ the broad and equitable use of facilities. Alternate locations will be offered whenever possible if a particular building cannot accommodate all requests. All use is subject to the general guidelines and availability of District ~~S~~staff.

~~The building administrator or designee will be responsible for (1) the notification of each principal and head custodian of the date and time of all building activities, (2) the rooms reserved and (3) for keeping a calendar of all rental commitments and reservations for regular school activities during the year.~~

A Request for Building Use Form may be submitted a maximum of one year prior to the date of the usage. Each Request for Building Use Form may only encompass one (1) calendar quarter of requested dates (i.e. January, Feb, March = Quarter 1). Each new calendar quarter will require an additional Request for Building Use Form be completed. Each Request for Building Use Form will have a separate Building Rental Contract.

The administrator or their designee reserves the right to refuse facility use requests during or immediately following the school day if the space is deemed necessary for school-related purposes.

FIELD USE Field-Use

Fields will be available for approved community use. This use is subject to cancellation or adjustment due to weather or field conditions. Groups requesting reserved and exclusive use will be charged a fee based on the number of teams and fields used.

APPLICATIONS FOR USE ~~Application for Use~~

Written approval is required for use of a school building or grounds by any group that is not a part of the regular public school program. Such approvals which are considered to be a part of these regulations may be granted for a single use or a limited, continuing use.

The requestor must obtain a Request for Building Use Form from the administrator or designee or the District Support Center. A contract will be issued from the District Support Center after approval for use is received from the administrator or designee.

District property insurance and comprehensive general liability insurance does not extend to community or other groups using school facilities. The District will require non-school groups to provide certificates of insurance. See the Insurance section for more details.

Approval will depend upon satisfactory assurance that the use of the school facility will be under the direct supervision of an adult who, in the judgment of the building administrator or designee, is responsible and competent to supervise the proposed program or activity. The supervision provided by each renting group must be adequate to ensure that the members of the group remain in the assigned portion of the facility.

CANCELLATION AND REVOCATION ~~Cancellation and Revocation~~

The user must notify the building administrator or designee if the event is canceled or times are adjusted. Repeated and/or short notification of cancellations may result in denial of further requests for building use.

The District reserves the right to cancel building rental contracts should the space be needed for school or school-related activities. This privilege will be used only when necessary due to unavoidable circumstances. Attempts will be made to offer alternative space. The District may revoke building use at any time. When this occurs, appropriate financial adjustments will be made.

GENEREAL REGULATIONS ~~General Regulations~~

1. A regularly employed member of the custodial staff or other District employee must be on duty during the use of any school building by groups to which permission has been granted.
2. No permit will be transferred to any person or group other than the one to whom issued.

3. Adequate, responsible adult supervision is required for all activities. All applicable fire and safety laws/regulations governing use of school facilities must be observed at all times, including:

Safety

~~Adequate, responsible adult supervision is required for all activities. All applicable fire and safety laws, and regulations governing use of school facilities must be observed at all times, including:~~

- a) Auditorium exit lights must be used;-
 - b) Open flame including candles is prohibited;-
 - c) Room capacity is not exceeded;-
 - d) Temporary electrical or mechanical modifications are prohibited;-
 - e) Flammable decorations are prohibited;-
 - f) Stairways, corridors, and entrances, and exits must be kept free from obstruction at all times;-
4. ~~g.~~No equipment, scenery, or decorations of any type may be used within the building or on the premises except as specifically authorized in the permit. Such authorized equipment, scenery, or decorations must conform to all local and state regulations and must not be attached to the walls, floors, or ceilings except to anchors presently provided.
 5. All District equipment must be operated by trained District staff members. Any equipment brought on the premises by the renting group must be pre-approved by the building administrator or designee.

PROHIBITED ACTIVITIES ON DISTRICT PROPERTY~~Prohibited Activities~~

- a) 1. Use or possession of alcohol or controlled substances. For purposes of this regulation, ~~C~~controlled ~~S~~ubstances means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP), and amphetamines (including methamphetamine). Failure to comply will be dealt with by law enforcement;-
- b) 2. Smoking, chewing, or any other use of tobacco products within the building or on school grounds in accordance with state law and Board policy on tobacco-free

schools. If an individual group does not comply with this policy or these regulations, the group will be denied use of District facilities for a period of no less than 18 months.

- e) 3. All disruptive or illegal activity, including obscene language, quarreling, or fighting.
- d) 4. Unlicensed gambling.

DAMAGE Damage

- a) The approved party will be responsible for all damages and losses to the school facility and/or the contents and must indemnify and hold harmless the Board and its employees from any claim resulting from or arising out of the use of the school facilities named in the application or any part of the facilities covered in the application;
- b) The Board will not be held responsible for any damage or loss which may occur to non-school property brought on the premises. Such property must be removed from the facility immediately after the use or before such time that the materials will interfere with school activities.

INSURANCE Insurance

- a) District property insurance and comprehensive general liability insurance do not extend to community or other groups using school facilities.
- b) The District will require non-school groups to provide certificates of insurance in the following amounts:
 - (1) Entities which can establish coverage under the Colorado Governmental Immunity Act must provide certification of proof of insurance at least to the limitations provided in the act.
 - (2) All other entities not protected by the limitations of the Governmental Immunity Act must provide a certificate of insurance in the amount of \$500,000 and must accompany the Building Use Request Form.

LOCATIONS Locations

All applications will be approved for specific rooms or fields. It will be the responsibility of the approved party to restrict the activities of the group to that specific area except for necessary hallways and restrooms. The approved party is responsible for not allowing

unauthorized individuals into the approved area or activity. The presence of unauthorized individuals must be reported to the staff manager on duty.

TIMES ~~Times~~

Facility use times will be specified in the application. All groups are expected to vacate the premises by the hour specified. An additional hour rental may be charged for early arrival or late exit. Exceptions to this may be approved by the building administrator or designee.

DAYS ~~Days~~

Facilities may be rented as space is available and as such rental does not interrupt or disturb regular school activities and is subject to staff availability where applicable. Summer and holiday use may be limited due to custodial work schedules.

CLEAN UP ~~Clean-Up~~

General **clean-up** ~~clean-up~~ will be the responsibility of the approved party. Rubbish must be removed from the facility immediately after use or before such time as it will interfere with school activities. Additional fees will be charged for cleanup when deemed necessary. (See (6) Fee revision section).

GUIDELINES FOR RELIGIOUS USE ~~Guidelines for Religious Use~~

Facilities may be used for religious activities under the following conditions:

1. Church services and religious activities must be conducted at times when school is not in session;
2. Religious objects and symbols must be removed after each use.

NONDISCRIMINATION ~~Nondiscrimination~~

All users are subject to laws and regulations applicable to school districts which prohibit unlawful discrimination **based upon the protected classes as defined in state and federal law, per policy AC.** ~~on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services.~~

RENTAL CATEGORIES ~~Rental Categories~~

CATEGORY 1: ~~Category 1~~

No facility rental fee or application fee will be charged ~~for~~ to the following:

1. ~~(1)~~ School-affiliated groups, including Morgan Community College; City of Fort Morgan; parent-teacher organizations; school-related parent and community groups; or employee groups, all of an educational, recreational, social or professional nature as approved by the building administrator or designee;-
2. ~~(2)~~ Groups conducting activities designed to directly benefit Morgan County School District Re-3 students;-
3. ~~(3)~~ Governmental entities using facilities as a polling place;-
4. ~~(4)~~ Precinct caucuses.

CATEGORY 2: Category-2

A nominal non-refundable application fee will be charged to the following groups for each contract. No additional rental charges ~~will~~ shall be made if their activities are restricted to fields.

1. ~~(1)~~ Community-sponsored groups that do not charge a fee and whose main purpose is to hold an informative meeting that is open to the public, such as League of Women Voters, political parties, local neighborhood organizations, and recognized community service groups;-
2. ~~(2)~~ Community affiliated groups of an educational, recreational, social, professional nature for adults.
3. ~~(3.)~~ Community-sponsored activities when:
 - a. ~~(a)~~ Instructors or supervisors receive no payment for their involvement in that activity.
 - b. ~~(b)~~ Fees for the activity, if any, provide only for direct non-personnel costs.

CATEGORY 3: Category-3

A nominal non-refundable application fee will be charged to the following groups for each contract.

Commercial, private, church, and other non-profit groups that do not meet the criteria in Category 2 and for-profit groups and individuals may rent school facilities when their use is compatible with Board policy.

FEES Fees

~~1. Custodial~~ CUSTODIAL

Any organization or individual, regardless of classification, ~~will~~ **may** be required to pay the cost of custodial services. For those facilities where a custodian is regularly on duty during the rental, the user may be charged at the Board established fee schedule to compensate for additional work required in opening, securing, cleaning, etc., related to the rental and billed at the conclusion of the event. A renting group may be billed for custodial time.

~~2. Cafeteria/Kitchen~~ CAFETERIA/KITCHEN

A school cafeteria manager or other designated cafeteria employee(s) must be present for general supervision of the ~~cafeteria~~ **cafeteria**/kitchen. All persons working in the kitchen, preparing food and/or handling kitchen equipment, must meet state and county requirements for school food handlers. The user will pay the District in accordance with the fee schedule for all cafeteria personnel. The user will be given and must abide by a set of guidelines for kitchen use.

~~3. Auditorium/Theatre/Sound Stage~~ AUDITORIUM/THEATRE/SOUND STAGE

A Stage Manager or other designated technician employee(s) must be present for general supervision of any school's auditorium/theatre/sound stage. The user will pay the District in accordance with the fee schedule for all school's auditorium/theatre/sound stage manager or technician personnel. The user will be given and must abide by a set of guidelines for the high school auditorium/theatre/sound stage use.

~~4. Billing~~ BILLING

Organizations using the facility multiple times during a quarter will be billed for the entire calendar quarter at the end of the quarter. Organizations using the facility only once during a quarter will be billed at the end of the event.

~~5. Payment~~ PAYMENT

The District Support Center will issue an invoice for all application, rental, and associated fees in accordance with the Board-approved fee schedule. Payments must be submitted to the District Support Center. Failure to comply with payment terms may result in the immediate revocation of facility access and the denial of all future use requests.

~~6. Financial Accountability~~ FINANCIAL ACCOUNTABILITY

It will be the responsibility of the Chief Financial Officer or designee to ensure that revenue is received.

~~7. Fee Revision~~ **FEE REVISION**

Fees are subject to review and revision and may be adjusted annually by the Board. A fee may be assessed if the facility is left in an unusable condition in the judgment of the building administrator or designee. A minimum of one hour custodial time will be assessed. Failure to comply with the fee assessment could result in denial of use in the future.

Guidelines for Denial of Use **GUIDELINES FOR DENIAL OF USE**

The District reserves the right to deny building use. Approval will be denied if, in the judgment of the building administrator or designee the proposed activities would:

1. Jeopardize the equipment and/or facilities;:-
2. Conflict with school activities;:-
3. Be incompatible with the school neighborhood;:-
4. Violate any Board policy or local, state, or federal law;:-
5. The renting organization fails to pay as per agreement on previous Building Rental Contracts;:-
6. The Request for Building Use Form or Building Rental Contract have been falsified or misrepresented in any way;:-
7. The renting organization failed to provide the necessary supervision for participants during their usage.

~~Guidelines for Appeal~~ **GUIDELINES FOR APPEAL**

Applicant(s) may file a written appeal to the Superintendent or designee if an application for use of school facilities is denied. Further appeal, if necessary, may be made to the Board of Education.

Approved June 23, 1980

Revised June 9, 1986; March 1991; May 1993; October 18, 2010; November 15, 2010; May 6, 2013; July 13, 2026; **TBD**

LEGAL REFERENCES:

C.R.S. 18-18-407(2) (*crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles*)
C.R.S. 22-32-109 (1)(bb) (*board duty to prohibit use of tobacco products on school property and at school-sponsored activities*)
C.R.S. 24-10-101 *et seq.*, Colorado Governmental Immunity Act
C.R.S. 24-34-601 (*discrimination in places of public accommodation*)
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)
C.R.S. 25-1.5-106(12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
C.R.S. 25-14-103.5 (use of tobacco products on school property is prohibited)

CROSS REFERENCES:

ADC, Tobacco-Free Schools

Nondiscrimination and Equal Opportunity

The District is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. It is critical to this commitment that anyone who may have experienced discrimination or harassment in the context of the District's educational programs, activities, or employment can report their concerns without fear of retaliation.

This policy (AC) and the implementing regulations are designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment and related retaliation. The District Administrators will engage in prevention efforts, train the school community, respond to all complaints promptly, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, and related retaliation, and ensure all parties are treated fairly and impartially.

This policy defines prohibited conduct and guides individuals to the specific regulation governing the applicable reporting and response processes. Complaints of harassment or discrimination against a student should be made pursuant to AC-R-1. Complaints of harassment and discrimination against applicants, employees or community members should be made pursuant to AC-R-2. Complaints of bullying against a student based on their membership in a protected class should be made under AC-R-1. Complaints under Title IX should be made under AC-R-3. Supportive measures and prompt response times are required components of all regulations.

Definitions

- ◆ **"Bullying"** is any written or oral expression, physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to another. Bullying is student-on-student behavior. The following policy has more details on the definition of bullying, the prevention process, and the reporting process:

- ⊕ 1. Policy JICDE*, Bullying Prevention and Education

If the bullying is based on a student's protected class, the behavior may constitute discrimination or harassment. Bullying based on a student's protected class should be addressed through the following regulation:

- ⊕ 1. Regulation AC-R-1

- ◆ **"Protected Classes"** include race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, pregnancy, **parental status**, marital status, veteran status, disability, family composition and genetic information of an employee or applicant for employment.

For purposes of this policy and the implementing regulations:

- ⊖ **"Race"** includes hair texture, hair type, hair length, or a protective hairstyle, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps, that is commonly or historically associated with race.
- ⊖ **"Sexual Orientation"** means an individual's identity (or another person's perception of their identity), in relation to the gender(s) to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- ⊖ **"Gender Expression"** means an individual's way of reflecting and expressing gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- ⊖ **"Gender Identity"** means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.
- **"Harassment"** is any unwelcome, physical or verbal conduct or any written, graphic, or visual communication directed at a student, employee, applicant, or member of the public based on their protected class that is objectively offensive to a reasonable individual who is a member of the same protected class, that also:
 - ⊖ For a student, is either made a term or condition of access to educational services, is used or threatened to be used as a basis for educational decisions affecting the student, interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment;
 - ⊖ For an applicant or an employee, is subjectively offensive to the individual alleging harassment, is made a term or condition of employment, is used as a basis for employment decisions affecting the individual, unreasonably interferes with the individual's work performance, or creates an intimidating, hostile, or offensive working environment;
 - ⊖ For a member of the community, is subjectively offensive to the individual alleging harassment, and unreasonably interferes with a community member's ability to participate in the District's services, activities, or opportunities.

Whether conduct constitutes harassment depends on a number of factors, including, but not limited to:

- ⊖ 1. The type, frequency, and duration of the conduct;
- ⊖ 2. The number of individuals involved and their relationships;
- ⊖ 3. The age and education level of individuals involved;
- ⊖ 4. The location and context in which the conduct occurred;

- ⊖ 5. Whether the conduct is threatening or any real or perceived power differential exists;
- ⊖
- ⊖ 6. Any use of stereotypes, epithets, slurs, or degrading conduct or communication;
- ⊖
- ⊖ 7. Whether the conduct includes an act of physical violence;
- ⊖
- ⊖ 8. The effect on the complainant's education or employment, if applicable.

- **"Discrimination"** occurs when a student or community member is denied or limited in the ability to participate in or benefit from the District's services, activities, or opportunities on the basis of their protected class. Discrimination also occurs when the District fails or refuses to hire an employee, discharges an employee, or otherwise treats an employee differently with respect to compensation, terms, conditions, privileges, opportunities, or status on the basis of their protected class. Harassment of a student, employee, or community member is a form of discrimination.

The following regulations have more details on harassment and discrimination and the related complaint process:

- ⊖ 1. AC-R-1 Harassment and Discrimination Investigation Procedure for Students
- ⊖
- ⊖ 2. AC-R-2 Harassment and Discrimination Investigation Procedure for Employees, Applicants for Employment and Members of the Public
- ⊖
- ⊖ 3. AC-R-3 Sexual Harassment Investigation Procedures under Title IX

- **"Retaliation"** is intimidating, threatening, coercing, or discriminating against an individual who has reported an incident of harassment, discrimination, or bullying. Retaliation includes charges against a student for code of conduct violations related to the incident for the purpose of punishing a student for making a report or otherwise interfering with a student's rights under this policy.

- **"Sexual Harassment"** under Title IX is conduct on the basis of sex that could include unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature. Because Title IX's definition of sexual harassment is a federal standard, the definitions and procedures differ slightly from sexual harassment under state law. More information on sexual harassment can be found in the following policies and regulation:

- ⊖ 1. Policy GBAA, Sexual Harassment [for Staff]
- ⊖ 2. Policy JBB, Sexual Harassment [for Students]
- ⊖ 3. Regulation AC-R-3, Sexual Harassment Investigation Procedures under Title IX

- **"Respondent"** means a student or employee who has been reported to have engaged in conduct that could constitute harassment.

- **“Complainant”** means a student, employee, or community member alleged to have experienced discrimination or harassment. A complainant may or may not be the reporting party.
- **“Reporting Party”** means a person who raises a concern or allegation of discrimination or harassment on behalf of a complainant with the Compliance Officer. Any District student, employee, or community member may be a reporting party.
- **“Compliance Officer”** means the District Employee who is responsible for coordinating and overseeing the District’s discrimination and harassment prevention and response efforts. Among other responsibilities, the Compliance Officer will coordinate and oversee the District’s discrimination and harassment investigation, consultation, recordkeeping, monitoring, and training processes. To facilitate this work, all District Employees must inform the Compliance Officer of all reports and complaints raising discrimination and harassment issues implicating this policy. The Compliance Officer may appoint a designee to perform any of their assigned duties, including performing the investigation and issuing the report.
- **“Supportive Measures”** are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter harassment and discrimination. Supportive measures may be provided regardless of whether a complaint has been filed. Supportive measures may include, but are not limited to:
 - ⊕ 1. Counseling;
 - ⊕ 2. Extensions of deadlines or other course-related adjustments;
 - ⊕ 3. Extra time for homework or tests;
 - ⊕ 4. The opportunity to resubmit homework or retake a test;
 - ⊕ 5. Remedying an impacted grade;
 - ⊕ 6. Excused absences;
 - ⊕ 7. The opportunity for home instruction;
 - ⊕ 8. Modifications to class schedules; and
 - ⊕ 9. Restrictions on contact between the parties to a complaint of harassment or discrimination.
- **“Title IX Coordinator”** means the employee designated by the District to coordinate its efforts to comply with Title IX of the Education Amendments and the District’s Title IX program.
 - Title IX Coordinator:
Assistant Superintendent of Human Resources
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
hr@fortmorgank12.com

HARRASSMENT, DISCRIMINATION, AND RETALIATION PROHIBITED ~~Harassment, Discrimination, and Retaliation Prohibited~~

Discrimination, harassment, and bullying on the basis of protected class are prohibited at any District school, at any District or school-sanctioned activity or event, on any District property (or off school property when such conduct has a connection to the school), or any District curricular or non-curricular activity or event. Retaliation for reporting harassment or for participating in any way in an investigation of harassment or discrimination is also prohibited.

DISTRICT ACTION ~~District Action~~

The District encourages anyone - students, parents and family members, volunteers, educators, or staff members - who witness bullying, harassment, discrimination, or retaliation to report the conduct by making a complaint in accordance with the appropriate regulation. All ~~S~~school ~~S~~staff who witness or receive complaints of harassment or discrimination are required to promptly share any such complaints with the ~~C~~compliance ~~O~~fficer.

The District will take appropriate action to promptly and impartially investigate allegations of discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual who files the complaint and/or any person who participates in the investigation. When appropriate, the District will take additional action during the investigation to protect against further discrimination, harassment, or retaliation.

To the extent possible, all complaints of discrimination and harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment for employees. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith complaint of harassment or discrimination under this policy.

Upon determining that incidents of discrimination or harassment are occurring in particular District settings or activities, the District will implement measures designed to stop the discrimination or harassment and otherwise remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Board policies and the District will take reasonable action to restore lost educational or employment opportunities to the complainant(s) and others impacted.

The ~~C~~compliance ~~O~~fficer will refer any potential criminal charges to law enforcement.

NOTICE AND TRAINING ~~Notice and Training~~

The District will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the District are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, **parental status, pregnancy status**, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the written notice will prohibit discrimination on the basis of age, genetic information, and conditions related to pregnancy or childbirth.

The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities. Where possible, the notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made accessible to persons who are visually or hearing impaired.

This policy and the implementing regulations, which include the complaint process, must be prominently posted on the District's website in plain language, and made available to all students, parents, and staff through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the District's website.

Students and District Employees will receive periodic training related to recognizing, reporting and preventing discrimination and harassment. District Employees must receive additional training related to handling reports of discrimination and harassment.

The training will comply with Colorado state law and will include, but not be limited to, instruction on the following:

- 1. Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse;
- 2. The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee;
- 3. Reporting harassment or discrimination to the public school or school District.

NOTE 1: SB23-296 requires that the policy and/or procedures protecting students from harassment must be made available in the following ways:

- *displayed prominently on the district's website*
- *annually distributed electronically and separately from any other document to:*
 - *parents and guardians of all students*
 - *separately to students who are in sixth through twelfth grade*
- *provided via physical copy to each incoming student and their parent/guardian upon request*
- *annually distributed to employees*

All policies distributed to parents/guardians or students must be available in Spanish upon request. State law also requires the policy posted on the district's website be in English, but specifies that the policy may also be posted in Spanish. C.R.S. [22-1-143](#)

Additionally, each public school is required to post notices in multiple places in the school, written in simple and age-appropriate language, describing how and to whom a student can report harassment or discrimination to the school. The notices must be conspicuously posted in easily accessible and well-lit places customarily frequented by students and employees. Bathroom stalls or hallways could be appropriate places to post notices.

In compliance with C.R.S. [22-1-143](#), the above requirements apply to student-focused policies – Policy AC and [AC-R-1](#). However, the district may also choose to make [AC-R-2](#) available to staff in the same manner.

NOTE 2: Although reports of harassment or discrimination are required to be confidential, districts are not prohibited from reporting known or suspected child abuse or neglect or reporting any other criminal activity to law enforcement, and are also not

prohibited from providing records to law enforcement for the investigation or prosecution of a crime. C.R.S. [22-1-143\(2\)\(b\)](#)

Adopted August 1994

Revised February 2000; March 2010; August 2016; October 2018; July 17, 2020;
September 30, 2021; February 28, 2022; August 12, 2024; September 15, 2025; **TBD**

LEGAL REFERENCES:

20 U.S.C. 1681 (*Title VII, Education Amendments of 1972*)
20 U.S.C. 1701-1758 (*Equal Employment Opportunity Act of 1972*)
29 U.S.C. 621 *et seq.* (*Age Discrimination in Employment Act of 1967*)
29 U.S.C. 701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
42 U.S.C. 12101 *et seq.* (*Title II of the Americans with Disabilities Act*)
42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964, as amended in 1972*)
42 U.S.C. 2000e (*Title VII of the Civil Rights Act of 1964*)
42 U.S.C. 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
34 C.F.R. Part 100 through Part 110 (*civil rights regulations*)
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)
C.R.S. 18-9-121 (*bias-motivated crimes*)
C.R.S. 22-1-143 (*definition of harassment or discrimination*)
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division*)
C.R.S. 24-34-301 (3.3) (*definition of gender expression*)
C.R.S. 24-34-301 (3.5) (*definition of gender identity*)
C.R.S. 24-34-301 (7) (*definition of sexual orientation*)
C.R.S. 24-34-402 *et seq.* (*discriminatory or unfair employment practices*)
C.R.S. 24-34-402(1.3)(a) (*definition of "harass" or "harassment"*)
C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)
C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFERENCES:

GBA, Open Hiring/Equal Employment Opportunity
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB*, Sex-Based Harassment

Sexual Harassment Investigation Procedures Title IX (Title IX)

The District is committed to maintaining a learning environment that is free from sexual discrimination. It is a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

Definitions

For purposes of this regulation, these terms have the following meanings:

Actual Knowledge means when any District employee receives notice of an incident of alleged sexual harassment. When this standard is met, the District has an obligation to respond under Title IX. This standard is not met when the only employee with knowledge of alleged sexual harassment is the **R**espondent.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Decision Maker means an individual charged with considering the evidence contained in the investigation report, making findings of fact, and analyzing the relevant policy provisions to determine whether the allegations constitute a policy violation. The **D**ecision-**M**aker cannot be the same person as the Title IX Coordinator or **I**nvestigator.

Disciplinary Sanction means a consequence imposed by the District on a **R**espondent who is found to have violated this policy, however, the grievance process must be completed before any disciplinary sanctions are imposed. Disciplinary Sanctions are designed to remedy and prevent the recurrence of discrimination, harassment, and/or retaliation. Disciplinary sanctions may include: disciplinary sanctions, such as no-contact orders, required training, loss of privileges, suspension, or expulsion.

Education Program or Activity means locations, events, or circumstances over which the District exercises substantial control over both the **C**omplainant and **R**espondent and the context in which the sexual harassment occurs.

Formal Complaint means a document filed by a **C**omplainant or signed by the Title IX Coordinator alleging sexual harassment by a **R**espondent and requesting that the District investigate the allegation. At the time of the filing of a formal complaint, a **C**omplainant must be participating in or attempting to participate in the educational programs or activities of the District.

Investigator means the individual charged with conducting interviews, gathering evidence, and producing an investigation report. The **I**nvestigator may be the same person as the Title IX Coordinator, **and may also** but cannot serve as the **D**ecision-**M**aker.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, [hearing,] or proceeding under this policy.

Sex Harassment means conduct on the basis of sex that falls into one or more of the following categories:

1. A **School** District **E**mployee conditioning an educational aid, benefits, or services on participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. An offense that falls into the FBI's Uniform Crime Reporting categories of sexual assault, dating violence, domestic violence, or stalking.

Supportive Measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the **C**omplainant and/or **R**espondent in order to restore or preserve the party's access to the education program/activity, without unreasonably burdening the other party. Supportive measures may be provided after the filing of a formal complaint or where no formal complaint has been filed. Possible supportive measures are academic support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual no-contact directives, leaves of absence, changes in work/school locations, access to identified trusted adults at school, increased monitoring of locations, safety planning and referral to outside agencies and supports.

Title IX Coordinator means the **E**mployee designated by the District to coordinate its efforts to comply with Title IX responsibilities. The Title IX Coordinator is to be informed of all reports or formal complaints of violations of this policy. The Title IX Coordinator may delegate certain responsibilities under this policy to an alternate who has received appropriate training. The Title IX Coordinator **may** ~~cannot~~ serve as the **D**ecision-**M**aker, **and** ~~but~~ **also** serve as the **I**nvestigator if appropriate.

- The District's Title IX Coordinator is:
Assistant Superintendent of Human Resources
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
hr@fortmorgank12.com

TITLE IX RESOLUTION PROCESS ~~Title IX Resolution Process~~

The Title IX Coordinator is responsible for receiving and acting on reports and formal complaints, filing complaints on behalf of a **C**omplainant if necessary, dismissing complaints if necessary, and ensuring all other requirements of Title IX are followed by the District. The Title IX Coordinator must also offer and coordinate supportive measures, as appropriate, for both the **C**omplainant and **R**espondent, or for any party who may have been affected by sexual harassment. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns, and/or insufficient capacity due to other matters. As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. However, it is the District's responsibility to gather evidence and determine whether this policy was violated, not the responsibility of either party. Throughout the investigation, the District will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, consulting with their family members, confidential resources, or advisors, or otherwise preparing for or participating in the grievance procedures.

The District will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes. Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

No person can serve as a Title IX Coordinator, **I**nvestigator, **D**ecision-**M**aker, or informal resolution facilitator if they have a conflict of interest or bias for or against **C**omplainants or **R**espondents generally, or an individual **C**omplainant or **R**espondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination.

1. Making a Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or through email and can be filed by a **C**omplainant or by a parent or guardian who has the legal right to act on behalf of a minor **C**omplainant. Individuals requiring other accommodations for purposes of making a complaint due to a disability or other reasons should contact the Title IX Coordinator.

Complaints must include a detailed description of the alleged sexual harassment, the date(s), the full names of the parties involved, any witnesses, and a signature.

2. Dismissal by Title IX Coordinator

Upon receipt of a formal complaint, the Title IX Coordinator will review it to determine whether it falls under the jurisdiction of this policy. If it does not, the Title IX Coordinator will dismiss the complaint. **A formal complaint of sex discrimination may be dismissed for any of the following reasons: the District is unable to identify the Respondent after taking reasonable steps, the Respondent is not participating in the District's education program or activity and is not employed by the District, the Complainant voluntarily withdraws any or all allegations in the complaint, or the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination.** ~~A formal complaint must be dismissed when the investigation reveals that the complaint does not constitute sexual harassment, the event did not occur in a District program or activity, or the event did not occur against a person in the United States (mandatory dismissal). Further, a complaint may be dismissed at any time upon written request of a complainant or as determined by the Title IX Coordinator in accordance with applicable law, including when a respondent is no longer enrolled with or employed by the District, and when specific circumstances prevent the District from gathering evidence sufficient to reach a determination (discretionary dismissal).~~ Written notice of a dismissal will be promptly submitted simultaneously to the parties.

- Formal complaints may be consolidated when allegations of sexual harassment arise out of the same facts or circumstances.
- Dismissal of a formal complaint does not prevent the District from taking action to remedy the **complained**-complaint of behavior consistent with other applicable District policies. Allegations in a dismissed complaint may constitute discrimination or harassment prohibited by Policy AC, in which case the investigation will continue under the associated regulations: AC-R-1 or AC-R-2. A dismissal does not prohibit the **C**omplainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the District from addressing the allegations in any manner the District deems appropriate.

3. District Resolution

Following the filing of a complaint, the Title IX Coordinator will provide the parties with written notice of the complaint. The written notice will include all information required by law, including the names of the parties involved, the specific section of this policy allegedly violated, this policy's grievance and informal resolution process, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident(s). If additional allegations are discovered during the grievance process, the Title IX Coordinator will issue an amended notice including additional allegations and details regarding those allegations. The written notice must also inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Upon receipt of a complaint and notice sent to the parties, there are two available options for resolution: (a) the grievance process, which involves an investigation, report, and

potential sanctions, and (b) an informal resolution, which involves a variety of informal options for addressing complaints.

Timeframe for Process. Generally, the timeframe from the commencement of investigation through the release of the written determination will not exceed 60 days, unless good cause is shown. If there is a need for a delay, the Investigator or Decision-Maker will notify both parties in writing of the delay and reason for it.

- a. Grievance Process. If a complaint proceeds to the grievance process, the Title IX Coordinator will designate appropriately trained individuals to serve as the Investigator and the Decision-Maker. The Title IX Coordinator may serve as the Investigator if appropriate. Either party may challenge the appointment of the Investigator or Decision-Maker based on bias or conflict of interest by contacting the Title IX Coordinator. Per the regulation, the Respondent is presumed not responsible for the alleged conduct until there has been a determination regarding responsibility by the Decision-Maker at the end of the grievance process.
- Credibility. The Investigator will objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation. Credibility determinations cannot be made based on a person’s status as a Complainant, Respondent, or witness.
- ~~Timeframe for Process. Generally, the timeframe from the commencement of investigation through the release of the written determination will not exceed 60 days, unless good cause is shown. If there is a need for a delay, the investigator or decision maker will notify both parties in writing of the delay and reason for it.~~
- Right to an Adviser. During the process, each party is entitled to the adviser of their choice who may, but is not required to be, an attorney. During interviews and meetings, the adviser may not speak for the party and must limit their role to consulting with and advising the party. The District retains the right to establish restrictions regarding the extent to which the adviser may participate in the proceedings. Any restrictions on participation of adviser(s) will apply equally to both parties.
- Interviews and Evidence. Both parties will have an equal opportunity to be heard, to provide evidence, and to review evidence obtained through the course of the grievance process. The Investigator will interview the parties and any witnesses, and will review any available evidence. The Investigator will also determine the relevance of evidence and what evidence will be included in the investigation report for consideration by the Decision-Maker.
- Written Notice of All Meetings. Prior to any investigative interviews, hearings, or other meetings, a party will receive written notice of the date, time, location, purpose, and participants to ensure the party is adequately prepared to participate.
- Evidence Review. Prior to the issuance of the investigation report, the parties will be provided an electronic or hard copy of all evidence gathered by the Investigator that is directly related to the allegations in the formal complaint, including evidence the

Investigator does not intend to rely upon in the investigation report, for their review. Evidence may be redacted, if appropriate, in accordance with applicable law and District policy. The parties will have ten business days to review the evidence and may choose to provide a written response for the **I**nvestigator to consider prior to the issuance of the investigation report. The response can include corrections, additions, or arguments regarding the relevance of specific evidence. The **I**nvestigator will consider any written response to the evidence when preparing the investigation report.

- Investigation Report. Once the parties have reviewed the evidence, and prior to the issuance of any findings regarding a policy violation, both parties will have ten business days to review the investigation report, which is a summation of the evidence to be submitted to the **D**ecision-**M**aker. If either party wishes to correct or add to the evidence, submit arguments regarding relevance of certain evidence, or suggest additional witnesses they must notify the **I**nvestigator during the review period. Corrections, arguments regarding relevance, additional evidence, or new witnesses may not be submitted after the review period has ended and will not be considered an appeal.
- Extension to Review Periods. If a party requires additional time to review the evidence or investigation report, they must contact the Title IX Coordinator to make a request. The request must include the reason for the extension and a proposed new deadline. Such extensions are granted at the discretion of the Title IX Coordinator based on a showing of good cause.
- Submission of Investigation Report. Following the review period, the **I**nvestigator will submit the investigation report and any documentary evidence to the **D**ecision-**M**aker for their review. The parties will also receive copies of the investigation report.
- Questioning of Parties and Witnesses. After the **I**nvestigator submits the finalized investigation report to the **D**ecision-**M**aker and parties, the parties will have the opportunity to submit relevant written questions to one another and to the witnesses. Each party will be provided with copies of the questions posed and answers to those questions, and will have an additional opportunity for limited follow-up based on the first round of questions. The **D**ecision-**M**aker has discretion to determine the relevance of any proposed questions and will provide a written explanation for any decision to exclude a question as not relevant.
 - Questions or evidence about a **C**omplainant's sexual predisposition or prior behavior are not relevant unless offered to (1) demonstrate that someone other than a **R**espondent committed the alleged sexual harassment, or (2) demonstrate consent based on specific incidents of a **C**omplainant's prior sexual behavior with a **R**espondent.
- Standard of Review. In determining whether alleged sexual harassment constitutes a policy violation, the **D**ecision-**M**aker will use the preponderance of the evidence standard. This means that the **D**ecision-**M**aker will determine whether it is more likely than not that a policy violation occurred.

- How Evidence is Evaluated by the Decision-Maker. In evaluating the allegations, the ~~D~~Decision-~~M~~maker will consider the totality of the facts, circumstances, and evidence. No single factor will be conclusive in the evaluation of evidence and/or the determination or whether the policy has been violated.
- Written Determination. The ~~D~~Decision-~~M~~maker will consider the investigation report and prepare a written determination regarding responsibility with (1) findings of fact, (2) conclusions about whether the alleged conduct occurred, (3) a rationale for the result as to each allegation, (4) any disciplinary sanctions imposed on a ~~R~~espondent, and (5) whether remedies will be provided, or will continue to be provided to the ~~C~~omplainant.
 - The written determination must be sent simultaneously to the parties along with information about how to appeal.
- Potential Disciplinary Sanctions. If the ~~D~~Decision-~~M~~maker determines that a ~~R~~espondent violated the policy, consequences appropriate for the misconduct will be imposed in accordance with applicable law and District policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, expulsion, or termination. Nothing in this policy will be construed to prohibit discipline for conduct which, although not rising to the level of sexual harassment as defined by this policy, otherwise violates other District policies.
 - If the ~~D~~Decision-~~M~~maker determines that a ~~R~~espondent is responsible for violations of District policy other than AC-R-3, the ~~D~~Decision-~~M~~maker must discuss this determination with the District's Title IX Coordinator and/or District legal counsel as to next steps.
- Release of Written Determination. Upon completion of the written determination, the ~~D~~Decision-~~M~~maker will provide it to the Title IX Coordinator, who will simultaneously provide it to the parties.
- Appeals. If either party is not satisfied with the written determination or the dismissal of a complaint, the party may appeal the decision within ten business days following the release of the written determination. If no appeal is filed, the determination will become final after ten business days. Both parties will receive written notice of any appeal, and both will have the opportunity to submit written statements either in support of or challenging the written determination within ten business days of receiving the appeal notice.
 - Decision-Maker for Appeal. The ~~D~~Decision-~~M~~maker for the appeal will be determined by the ~~S~~uperintendent's ~~O~~ffice, but the ~~D~~Decision-~~M~~maker for the appeal may not be the same person as the ~~D~~Decision-~~M~~maker that reached the determination regarding responsibility or dismissal, the ~~I~~nvestigator, or the Title IX Coordinator. The ~~D~~Decision-~~M~~maker for the appeal will render their final decision within ten business days of the receipt of the appeal.

- Grounds for Appeal. There are three grounds for appeal and other asserted grounds will not be considered. A party's appeal must state the grounds for appeal and facts supporting those grounds in order to be considered.
 - (1) Procedural irregularity that affected the outcome of the grievance process;
 - (2) New evidence that was not reasonably available at the time the determination regarding the existence of a policy violation was made that could affect the outcome of the grievance process; and/or
 - (3) The Title IX Coordinator, the investigator, or the ~~D~~decision-~~M~~maker had a conflict of interest or bias that affected the outcome of the grievance process.
- Making a False Report. Any person who knowingly makes a false report of sexual harassment will be subject to disciplinary action in accordance with applicable District policies. Standing alone, the outcome of a grievance process is insufficient evidence of a false report.
- b. Informal Resolution can be used if both parties agree and the Title IX Coordinator deems it appropriate. An informal resolution process does not involve an investigation, but rather may involve mediation or other restorative justice models. The parties' agreement must be voluntary, non-coerced, and documented in writing. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
 - Unavailability of Informal Resolution. Informal resolution is not available in cases where a District ~~E~~mployee is alleged to have sexually harassed a student.
 - Potential Student Disciplinary Sanctions. An informal resolution may result in disciplinary sanctions appropriate for the misconduct, which must be imposed in accordance with applicable law and District policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, or expulsion.

NOTICE AND TRAINING ~~Notice and Training~~

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of these procedures to all District schools and departments. The policy and complaint procedures must be prominently posted on the District's website, referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and District ~~E~~mployees will receive periodic training related to recognizing and preventing sexual harassment. District employees must receive additional periodic training related to handling reports of sexual harassment. Title IX Coordinators, ~~D~~decision-~~M~~maker, informal resolution facilitators, and other persons involved in the grievance procedures or with authority

to modify or terminate supportive measures must receive additional periodic training specific to their role relating to handling reports of sexual harassment as required by law, including training on serving impartially without prejudging the circumstances.

Training materials are available to the public on the District's website.

REPORTING TO A FEDERAL OR STATE AGENCY ~~Reporting to a Federal or State Agency~~

In addition to, or as an alternative to, filing a formal complaint pursuant to this policy, a person may file a complaint with the U.S. Department of Education, Office for Civil Rights, or with the Colorado Civil Rights Division at the addresses below:

Denver Office for Civil Rights
U.S. Department of Education Federal Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: 303-844-5695
TDD: 800-877-8339
Fax: 303-844-4303
Email: OCR.Denver@ed.gov

Colorado Civil Rights Division
1560 Broadway, Suite 825
Denver, CO 80202
Telephone: 303-894-2997 or 800-262-4845
Fax: 303-894-7830
Email: DORA_CCRDIntake@state.co.us

Questions or concerns about the District's application of Title IX may be addressed to the District's Title IX Coordinator or the United States Department of Education, Office for Civil Rights (OCR.Denver@ed.gov).

Adopted September 16, 2024
Revised September 15, 2025; TBD

NOTE 1: The 2020 Title IX regulations require districts to establish "reasonably prompt" time frames for the major stages of the grievance procedures, which includes the informal resolution process and the appeal process. In the 2011 Dear Colleague Letter, the Office for Civil Rights recommended up to a 60-calendar day time frame based on OCR's experience that "a typical investigation takes approximately 60 calendar days following receipt of the complaint." This guidance has since been withdrawn, but may still represent a reasonable time frame depending on the circumstances associated with a specific situation. Additionally, Colorado law requires districts to make a good faith effort to complete investigations of discrimination or harassment in 60 days.

NOTE 2: Districts must keep the following records for seven years: 1) records documenting informal resolution process or investigation for any complaint, including any recordings, disciplinary sanctions, remedies, and appeals; 2) for any notification the Title IX Coordinator receives of information about conduct that may constitute sex discrimination, records documenting the actions the district took to meet obligations; and 3) all materials used to provide training, which must also be available upon request for members of the public.

Loan Programs with Funds from State Tax Sources

(~~Funds from State Tax Sources~~)

SHORT—TERM BORROWING

The Superintendent must notify the Board when it becomes evident, early in the fiscal year before substantial tax moneys have been received, that cash balances will not meet anticipated obligations. Under such circumstances the Board may negotiate, under the provisions of Colorado statutes, for a loan in such amounts as may be required to meet such fiscal obligations. Such a loan may not be obtained without prior approval of the Board. The Board may authorize the Board President and the Board Secretary to execute promissory notes on behalf of the School District from time to time as such borrowing of funds becomes necessary and may further authorize them to execute all other documents necessary or incidental to the borrowing of funds. By law, these short-term loans are liquidated within six months of the close of the fiscal year from moneys received by the District for the general fund.

STATE INTEREST-FREE OR LOW-INTEREST LOAN PROGRAM ~~State Interest-Free or Low-Interest Loan Program~~

When it becomes evident that a general fund cash deficit will occur in any month, the District's ~~C~~ehief ~~F~~financial ~~O~~fficer and the ~~S~~uperintendent shall notify the Board. The notice ~~will~~ shall explain the need for a loan and the requested amount. Under such circumstances, the Board may elect to participate in an interest-free or low-interest loan program through the ~~S~~tate ~~T~~reasurer's ~~O~~ffice by adopting a resolution approving the amount of the loan prior to the loan being made. The loan may not exceed the amount certified by the District's ~~C~~ehief ~~F~~financial ~~O~~fficer and the ~~S~~uperintendent. However, the ~~S~~uperintendent may not apply for such loan without a resolution ~~from~~ of the Board. The ~~S~~tate ~~T~~reasurer ~~must~~ shall determine the method for calculating cash deficits and appropriate reporting mechanisms.

If, in order to receive an interest-free loan, the District seeks to have tax and revenue anticipation notes issued on its behalf pursuant to state law, the notice to the Board ~~will~~ shall not only explain the District's anticipated cash flow deficit for the upcoming year, but also the total amount of tax and revenue anticipation notes needed to cover the deficit.

All loans ~~must~~ shall be repaid by June 25 of the fiscal year in which they were made or an alternate date determined by the ~~S~~tate ~~T~~reasurer.

LEASE-PURCHASE AGREEMENTS WITH STATE ~~Lease-Purchase Agreements with State~~

Under certain conditions, the District may sell real property to the ~~S~~tate ~~T~~reasurer if the District has been denied a loan or is unable to pay a loan made by the ~~S~~tate pursuant to the interest-free loan program.

TAX ANTICIPATION NOTES ~~Tax Anticipation Notes~~

The Board may issue tax anticipation notes without an election if it determines that taxes due ~~to~~ the District will not be received in time to pay projected budgeted expenses. Tax

anticipation notes shall mature on or before August 31 of the fiscal year immediately following the fiscal year in which the tax anticipation notes were issued.

The ~~S~~state ~~T~~reasurer is authorized to issue tax anticipation notes for school districts pursuant to terms and conditions negotiated by the ~~S~~state ~~T~~reasurer and the ~~D~~istrict.

Tax anticipation notes issued by the ~~D~~istrict **must** shall not exceed 75 percent of the taxes the ~~D~~istrict expects to receive in the current fiscal year as shown by the current budget.

~~Loans for Renewable Energy or Energy Efficiency Projects~~

~~The Board may authorize the superintendent to apply to the state's energy office for a loan to fund renewable energy projects or energy efficiency projects. Prior to applying for a loan from the state for this purpose, the district shall establish a renewable energy project team in accordance with state law.~~

Revised February 6, 2017; **TBD**

LEGAL REFERENCES:

C.R.S. ~~22-40-107~~ (short term loans)
C.R.S. ~~22-45-112~~ (sale of assets)
C.R.S. ~~22-54-110~~ (loans to alleviate cash flow problems)
C.R.S. ~~22-54-110~~ (2)(d) (loans in form of lease-purchase agreements with state treasurer if fiscal emergency)
~~C.R.S. 22-92-101 et seq. (Renewable Energy and Energy Efficiency for Schools Loan Program Act)~~
C.R.S. ~~29-15-101~~ et seq. (Tax Anticipation Note Act)
~~1 CCR 301-85 (State Board of Education rules governing the renewable energy and energy efficiency for schools loan program)~~

CROSS REFERENCES:

~~DBK*~~, Fiscal Emergencies

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 ~~P~~ersonnel may 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 ~~S~~school ~~P~~ersonnel 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 "~~N~~onprescription ~~M~~edication" 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 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 be printed on the container.
2. The school must have received written permission from the student's parent/guardian to administer the medication to the student and either:
 - a. ~~W~~ritten permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
 - b. ~~A~~a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian must 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.

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 ~~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. 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, may be limited or revoked by the ~~S~~school ~~P~~principal after consultation with the ~~S~~school ~~N~~nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

USE OF STOCK OPIOID ANTAGONISTS ~~Use of Stock Opioid Antagonists~~

The District will have a stock supply of opioid antagonists to assist a student, District ~~E~~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 ~~E~~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; November 17, 2025; ~~TBD~~

LEGAL REFERENCES:

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 REFERENCES:

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.

MORGAN COUNTY SCHOOL DISTRICT RE-3

ITEMS FOR BOARD MEETINGS

BOARD ACTION ITEM #:

(FOR DISTRICT OFFICE USE ONLY)

TOPIC: Ag Industry Tour overnight trip

ACTION REQUESTED:

Two day trip approval for the FFA Ag Industry Tours on November 6-7, 2026.

HOW DOES THIS SUPPORT DISTRICT MISSION/VALUES/GOALS & OBJECTIVES:

The educational and leadership workshops provide the basic skills needed for continued learning throughout life. An understanding and awareness of individual strengths and weaknesses. Unique talents, a sense of worth of well-being, and positive attitudes. A sense of understanding, respect and responsibility toward others as individuals and as members of the community. Moral ethical values. Skills concerned with punctuality, regular attendance, completing tasks, meeting deadlines, fulfilling obligations, accepting consequences for one's actions and other skills needed to succeed in school, the work place, interpersonal relationships and the social world.

JUSTIFICATION/RAMIFICATIONS:

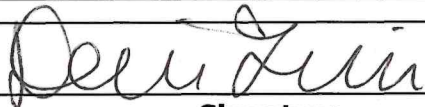
Students will develop their leadership skills, interpersonal skills and explore potential career opportunities.

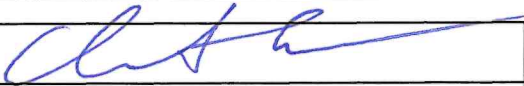
FINANCIAL CONSIDERATIONS/SOURCE OF FUNDS:

The FFA Chapter will pay for the vehicle transportation, activities, and lodging. The student is responsible for paying for their meals, and souvenirs.

LEGAL CONSIDERATION:

Students have filled out a medical and waiver form.

Prepared by:		Date:	10/6/26
	Signature		

Administrator:		Date:	10/7/26
	Signature		

SUPERINTENDENT'S RECOMMENDATIONS AND COMMENTS:

Superintendent's Signature:		Date:	
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**MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: **OCTOBER 19, 2026****

CERTIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Eguinaldo Estrada	Teacher – STEM	BA-A	Fort Morgan High School	10/13/2026

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Benny Martinez	Bus Driver – CDL	XI-7	Transportation	10/15/2026

CERTIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Ashley Montes	Teacher	Sherman Preschool	10/09/2026

CERTIFIED SUBSTITUTE RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Maria Casillas	Certified Substitute	District Wide	09/30/2026
Tessa Frasco	Certified Substitute	District Wide	09/30/2026

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Rashel Vallejo	Paraprofessional	Sherman Preschool	10/07/2026
Sarah Gomez	Paraprofessional	Sherman Preschool	10/23/2026

CLASSIFIED SUBSTITUTE RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Hifrain Cardenas	Substitute Cook	District Wide	09/30/2026
Daisy Longacre	Substitute Cook	District Wide	09/30/2026
Cristina Morones	Substitute Cook	District Wide	09/30/2026
Elizabeth Mueller	Substitute Teacher's Assistant	District Wide	09/30/2026

Recommend
for Action

Original Signature on File

Assistant Superintendent of Human
Resources

Recommend
for Action

Original Signature on File

Superintendent of Schools

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Pioneer Elementary School	NA - NA	9708672080
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Comprehensive Support and Improvement - Lowest 5 Percent - On Watch Year 2 On Watch		
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 traditional elementaries. Pioneer Elementary serves approximately 245 students in grades K-5. Of these 245 students, approximately 80% are Free-and-Reduced Lunch eligible, 86% are minority students, 45% are multilingual learners, 19% are on IEPs, 3% are Gifted and Talented, and 4% are migrant students. Pioneer Elementary is home to approximately 28 certified teachers and 21 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, received an EASI Grant in spring 2023 for a diagnostic review and facilitated planning support for school improvement, and received an Early Literacy Professional Development Grant this year to have most K-3 and literacy teachers trained in the Science of Reading.		

School Contact Information

Name: Adrianna Nickell

Title: Principal

Phone: 9703706234

Email: adrianna.nickell@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

Student Performance Priority Summary

- **ELA Data Analysis and overall summary:** Using the state and local data analysis below, it is obvious that student achievement and growth in ELA is a priority for Pioneer Elementary. Our state and local data in ELA is well below the norm. Additionally, there are achievement and growth gaps in ELA between All Students/Non-MLs and our MLs. This is significant because MLs make up nearly half our student population. The most alarming trend is our growing percentage of SRD students nearly approaching half of all students at Pioneer qualifying for an SRD. This being said, improving achievement and growth in ELA for all students while considering the gaps between MLs and nonMLs are essential student performance priorities for Pioneer Elementary School. We believe these challenges are directly connected to our ESSA identification for comprehensive support and have prioritized these challenges to address ESSA identification.

State CMAS ELA Achievement

(see CDE dashboard bar graph - adding the image here took all of my character-count allowance, so I had to remove it)

ELA Achievement on CMAS for All Students has remained flat and below state expectations. There is an obvious growing achievement gap between our MLs and NonMLs - this is significant because MLs represent nearly half our student population. Additionally, ELA Achievement on CMAS for Students on IEPs is low and flat, and there is a large achievement gap between students on IEPs and students non on IEPs.

State CMAS ELA Growth

(see CDE dashboard bar graph - adding the image here took all of my character-count allowance, so I had to remove it)

I removed the FRL and Minority student data from this bar chart because most of our students are minority and FRL, so there wasn't enough Non-FRL and non-Minority data to produce a bar in this chart. ELA Growth on CMAS for All Students was decreasing, but has been increasing and approaching state expectations. However, there is a significant (13 point) growth gap between our MLs and Non-MLs. This is significant because MLs represent nearly half our student population.

Local ELA Achievement: Spring NWEA Reading Achievement (% of students with achievement at least 40th percentile)

	All students Reading (1st-5th)	All students Language Usage (3rd-5th)	ELL Reading	ELL Lang. Use	SPED Reading	SPED Lang. Use
Spring 2023	41%	46%	NA	NA	NA	NA
Spring 2024	45%	47%	NA	NA	NA	NA
Spring 2025	32%	40%	13%	12%	8%	10%
Spring 2026	38%	NA	23%	NA	14%	NA

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. Additionally, the district did not assess Language Usage with NWEA in the 2025-2026 school year. The percent of all students achieving above the 40th percentile in reading on NWEA is increasing since the dip between the spring 24 and spring 25, but is still low. This is significant because it indicates that 62% of Pioneer students have achievement below the 40th percentile in Reading. English Learners and students on IEPs with achievement above the 40th percentile did increase, but there is an obvious achievement gap between ELs and SPED students in reading.

Local ELA Growth: NWEA ELA (% of students whose growth was above the 40th percentile from Fall NWEA to Spring NWEA)

	All students Reading (1st-5th)	All students Language Usage (3rd-5th)	ELL Reading	ELL Lang. Use	SPED Reading	SPED Lang. Use
2022-2023	55%	53%	NA	NA	NA	NA
2023-2024	45%	53%	NA	NA	NA	NA
2024-2025	47%	53%	49%	51%	45%	50%
2025-2026	50%	NA	47%	NA	43%	NA

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. Additionally, the district did not assess Language Usage with NWEA in the 2025-2026 school year. 50% of Pioneer students have NWEA Reading growth above the 40th percentile. Our EL's Reading growth was similar to all students and slightly lower for SPED students' reading growth.

READ Act Data: (% of students with SRD at BOY)

	All	1st	2nd	3rd	4th	5th
2022-2023	NA, District = 29%	NA	NA	NA	NA	NA
2023-2024	36%	9%	10%	8%	3%	6%
2024-2025	26%	10%	11%	10%	6%	1%
2025-2026	32%	30%	21%	35%	34%	39%
2026-2027	43%	41%	54%	50%	44%	30%

Summary: Pioneer has a high percentage of students with a Significant Reading Deficiency - nearly half of all Pioneer students qualify for a Significant Reading Deficiency. It is alarming that these percentages continue to increase year after year.

Math Data Analysis and overall summary: CMAS math achievement is below state average for All Students, and although the achievement of our MLs is higher than their subgroup's state aveage, there is an obvious growth gap between our MLs and non-MLs. Our local data shows ML data more similar to that of All Students, but doesn't allow us to compare non-ML data vs ML data. This being said, math achievement for all and the growth gap between non-MLs and MLs are student performance priorities for Pioneer Elementary School. We believe these challenges are directly connected to our ESSA identification for comprehensive support and have prioritized these challenges to address ESSA identification.

State CMAS Math Achievement

CMAS Math Achievement for ALL students is flat and slowly increasing over the last three years, but still below state average. Our ML achievement, although slightly below that of non MLs, is above ML state average. There is an obvious gap between Students on IEP’s CMAS Math achievement with that of their non-IEP peers.

State CMAS Math Growth

I removed the FRL, IEP, and Minority student data from this bar chart due to low n-size of IEP students, non-FRL, and non-Minority. Math Growth on CMAS for All Students is increasing and above the state median. Although MLs' and non-MLs' growth percentiles are both above the 50th percentile, there is a significant (11 point) growth gap between our MLs and Non-MLs. This is significant because MLs represent nearly half our student population.

Local Math Achievement: Spring NWEA Math Achievement (% of students with achievement at least 40th percentile)

	All students Math	ELL Math	SPED Math
Spring 2023	40%	NA	NA
Spring 2024	47%	NA	NA
Spring 2025	40%	22%	19%
Spring 2026	54%	52%	28%

Summary: The district did not identify state-aligned subgroup data in the NWEA system prior to the 2025-2026 year. A little more than half of our Pioneer students have math achievement above the 40th percentile. English Language Learner student achievement in math is approaching that of all students, while there remains a significant gap between NWEA math achievement of students on IEPs and All Students.

Local Math Growth: NWEA Math (% of students whose growth was above the 40th percentile from Fall NWEA to Spring NWEA)

	All students Math	ELL Math	SPED Math
2022-2023	57%	NA	NA
2023-2024	59%	NA	NA
2024-2025	54%	49%	48%
2025-2026	51%	48%	41%

Summary: A little more than half of Pioneer students have NWEA Math growth above the 40th percentile; although this percent has been decreasing over the last three years. Growth for English learners is slightly lower than that of All Students, and again there is a significant growth gap between Students on IEPs and All Students.

Note about determining student performance priorities for MLs vs Students with Disabilities

Data analysis reveals notable performance disparities for both Multilingual Learners and Students with Disabilities. Given that MLs constitute a substantial majority of our subgroup population (nearly 50% of total enrollment), primary Tier 1 instructional goals in this plan focus on language acquisition and accessible core instruction to achieve maximum school-wide impact. Individualized strategies for SPED students remain a core focus through targeted Tier 2/3 interventions and specialized programming.

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?

Over the last 3 years, math growth is increasing and above state average. Current CMAS math growth is at the 62nd percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS Math Growth will increase to the 75th percentile

What is the 1-year (end of 2026-27) measure and target?

CMAS Math Growth will increase to the 70th percentile

Interim Measure and Target

Mid-year Goal = NWEA Fall 26 to Winter 26 Median Growth Percentile = 55th percentile
1-year Goal = NWEA Fall 26 to Spring 27 Median Growth Percentile = 50th percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

What is the current performance of this Student Performance Priority?

Over the last 3 years, math achievement is slowly increasing and below state average. Current CMAS math achievement is at the 27th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS Math Achievement will increase to the 50th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS Math Achievement will increase to the 40th percentile.

Interim Measure and Target

NWEA Fall Math Achievement is at at the 41st percentile, 21% of students are above the 60th percentile NWEA Winter Assessment, 35% of students will be above the 60th percentile in math achievement.
NWEA Spring Assessment, 40% of students will be above the 60th percentile in math achievement.

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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 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?

Over the last 3 years, ELA CMAS achievement is flat and well below state average. Current CMAS ELA achievement is at the 4th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Achievement will increase to 25th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Achievement will increase to 10th percentile.

Interim Measure and Target

NWEA Fall Reading Achievement is at at the 24th percentile, 19% of students are above the 60th percentile NWEA Winter Assessment, 30% of students will be above the 60th percentile in reading achievement.
NWEA Spring Assessment, 35% of students will be above the 60th percentile in reading achievement.

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

What is the current performance of this Student Performance Priority?

Over the last 3 years, ELA CMAS growth is increasing and approaching state average. Current CMAS ELA growth is at the 47th percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Growth will increase to the 60th percentile.

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Growth will increase to the 55th percentile.

Interim Measure and Target

Mid-Year Goal: NWEA Reading
Fall 26 to Winter 26 Median
Growth Percentile = 60th
percentile
Mid-Year Goal: NWEA Reading
Fall 26 to Spring 27 Median
Growth Percentile = 50th
percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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.)

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?

CMAS ELA Growth for MLs is at the 36th percentile and went down 13 percentage points from last year while CMAS ELA Growth for All Students is at the 47th percentile and went up 4 percentage points from last year. There is a 11 percentage point gap between our ML Growth percentile and All Students Growth percentile.

What is the 2-year (end of 2027-28) measure and target?

CMAS ELA Growth for MLs will increase to the 55th percentile

What is the 1-year (end of 2026-27) measure and target?

CMAS ELA Growth for MLs will increase to the 45th percentile

Interim Measure and Target

Fall 26 to Winter 26 NWEA
Reading Growth will be at the
55th percentile
Fall 26 to Spring 27 NWEA
Reading Growth will be at the
50th percentile

Measurement Dates

12 / 14 / 2026
05 / 14 / 2027

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.)

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?

CMAS Math Growth for MLs is at the 56th percentile and increased 6 percentile points from last year. However, CMAS Math Growth for non-MLs is at the 67th percentile and increased 13 percentile points from last year. and went down 13 percentage points from last year. There is a 11 percentage point gap between our ML Growth percentile and All Students Growth percentile.

What is the 2-year (end of 2027-28) measure and target?

We will decrease the growth gap by half again, so this would mean a growth gap of 3 points or less between our ML and nonML CMAS Math Growth percentiles.

What is the 1-year (end of 2026-27) measure and target?

We will decrease the growth gap by half, so the target is that we would see a growth gap of 6 points or less between our ML and nonML CMAS Math Growth percentiles.

Interim Measure and Target	Measurement Dates
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Our interim measure is the NWEA Math Assessment. We are not able to view growth percentile for non English Learners - we can view growth percentile for All Learners and growth percentile of our English Learners. For this reason, our interim target is that our NWEA Fall to Winter growth for All Learners compared to English Learners is within 5 percentage points of one another. Our interim measure is the NWEA Math Assessment. We are not able to view growth percentile for non English Learners - we can view growth percentile for All Learners and growth percentile of our English Learners. For this reason, our interim target is that our NWEA Fall to Spring growth for All Learners compared to English Learners is within 2 percentage points of one another.	12 / 11 / 2026 05 / 14 / 2027
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READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?	Interim Measure and Target	On what date will the school measure this interim target?
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Current performance = 44% of 1st-3rd grade Pioneer students at or above DIBELS benchmark at EOY 25-26 and 27% of K-3 Pioneer students are at or above DIBELS benchmark at BOY 26-27	35% of K-3 Pioneer students are at or above DIBELS benchmark at MOY 26-27 End of 3rd Quarter = 95% of Pioneer students at or above DIBELS benchmark at BOY or MOY are making on-track growth as measured by DIBELS progress-monitoring	12 / 16 / 2026 03 / 12 / 2027
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What is the 2-year (end of 2027-28) measure and target?

58% of K-3 Pioneer students are at or above DIBELS benchmark at EOY 27-28. 58% is based on an Above Average Progress setting using the DIBELS Progress-Planning Tool and assuming we have 40% at or above DIBELS Benchmark at BOY 27-28

What is the 1-year (end of 2026-27) measure and target?

47% of K-3 Pioneer students are at or above DIBELS benchmark at EOY 26-27. 47% is based on an Above Average Progress setting using the DIBELS Progress-Planning Tool

What is the current performance of students with a significant reading deficiency (SRD)?	Interim Measure and Target	On what date will the school measure this interim target?
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Current performance = 51% of Pioneer students have been identified with a SRD at EOY 25-26 AND 50% of		12 / 11 / 2026 03 / 12 / 2027
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Pioneer students have been identified with a SRD at BOY 26-27

What is the 2-year (end of 2027-28) measure and target?

26% of Pioneer students will be identified with a SRD at EOY 27-28 (if we expect Avg Progress according to the DIBELS Progress Planning Tool)

What is the 1-year (end of 2026-27) measure and target?

40% of Pioneer students will be identified with a SRD at EOY 26-27 (if we expect Above Avg Progress according to the DIBELS Progress Planning Tool)

Mid-year Goal = 44% of Pioneer students have been identified with a SRD at MOY 26-27
End of 3rd Quarter = 60% of Pioneer SRD students making growth in their identified Read Act goal area (i.e. NWF, ORF, LNF, etc.) as measured by DIBELS progress monitoring.

Improving Mathematics Outcomes Targets

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

Spring 2026 NWEA Achievement = 52% of Pioneer students below the 40th percentile and Fall 2026 NWEA Achievement = 48% of Pioneer students below the 40th percentile

What is the 2-year (end of 2027-28) measure and target?

Spring 2028 NWEA Achievement = 35% of Pioneer students below the 40th percentile

What is the 1-year (end of 2026-27) measure and target?

Spring 2027 NWEA Achievement = 40% of Pioneer students below the 40th percentile

Interim Measure and Target

Winter 2026 NWEA Achievement = 42% of Pioneer students below the 40th percentile
Quarter 3: less than 40% of students scoring below the 40th percentile on local Quarter 3 unit math assessments

On what date will the school measure this interim target?

12 / 14 / 2026
03 / 12 / 2027

Root Cause Analysis



Math Growth & Achievement



Need for improved use of data/assessment in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP 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 2025-2026 school year, this root cause should continue into the 2026-2027 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 this root cause 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 differentiated support in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



ELA Growth & Achievement



Need for unit internalization

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for unit internalization with an emphasais on grade-level appropriate literacy skills. K-2 has more emphasis on foundational skills while the upper grades emphasizes genre-specific comprehension strategies and extended writing. We adopted new instructional materials in ELA that includes a multitude of resources. Staff want facilitated time in PLC to identify essential student outcomes and to understand how student learning builds within the materials to reach these outcomes. This will help teacher teams identify the most impactful lesson components within each unit to support student learning.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



Need for teaching development in the science of reading

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for professional learning that teaches educators the science of reading and evidence-based literacy instruction. Our Early Literacy Professional Development grant is allowing us to pay teachers for their time as they complete each unit from their LETRS training. The principal and instructional coach will create an encouraged schedule of completion that maps out due dates for completion of each unit as well as facilitated PD that aligns with each LETRS unit.

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. Staff identified this root cause quickly and easily as they read through our alarming rise in SRD percentages. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.



Growth gap between MLs and nonMLs in ELA



Need for data-driven unit planning that targets the needs of MLs

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

While teachers engage in regular unit planning, existing planning processes and unit templates do not require or guide teams to analyze ML performance data to design targeted language instruction. As a result, ELA unit plans frequently omit explicit vocabulary/background knowledge instruction and differentiated language scaffolds necessary for MLs to access complex ELA content. This creates a resource inequity: although MLs receive the same amount of core ELA instructional time as their peers, that time is designed primarily for students already proficient in academic English, so MLs have less meaningful access to grade-level instruction.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP 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 2025-2026 school year, this root cause should continue into the 2026-2027 school year, but with the addition of adding a focus on MLs within their unit planning process. 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 this root cause should be carried over, but with the addition of adding a focus on MLs within their unit planning process. 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.



Growth gap between MLs and NonMLs in math



Need for differentiated support in math

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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. Instructional leadership team feels like we do a good job of collecting student math data daily and by unit, but need to improve our systems and strategies for using this data to provide tiered and targeted support in a timely way.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection 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 last year's UIP might be the causes of each priority performance challenge. Through this process, staff determined that while progress was made in addressing most of the root causes from the 2025-2026 school year, this new root cause should be added. 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 this new root cause should be added. Diagnostic Review Final Report Verification Building upon the initial diagnostic review, further analysis revealed newly identified root causes that indirectly align with the thematic findings of the diagnostic review process and were verified using the Diagnostic Review Final Report.

Major Improvement Strategies



Incorporating CRA into our Universal Math Instruction

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

This strategy builds a sustainable, school-wide math vision by establishing coach-facilitated collaborative planning protocols, continuous observation feedback loops, and bilingual family resources to ensure teachers systematically integrate Concrete, Representational, and Abstract progressions into Tier 1 instruction using high-quality instructional materials. The vision for this strategy centers on establishing a shared, school-wide understanding of high-quality math instruction that extends beyond specific curriculum materials. Through structured collaborative planning, teachers intentionally embed the Concrete, Representational, and Abstract (CRA) framework into standards-aligned instruction using High-Quality Instructional Materials (HQIM). Implementation is supported through continuous leadership observation and feedback, ongoing teacher feedback loops, and bilingual home-school communication.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for improved use of data/assessment in math
- Need for differentiated support in math

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: The What Works Clearinghouse rated the use of concrete and semi-concrete representations connected to abstract representations, the core of the CRA sequence, as supported by strong evidence for elementary students who struggle in mathematics (Fuchs et al., 2021). In addition, a meta-analysis of 30 studies found that CRA instruction produced a statistically significant positive effect on students' math performance (Ebner et al., 2025). CRA is well suited to English learners because its concrete and representational stages do not depend heavily on language, allowing students to build mathematical understanding while their English is still developing (Rhode Island Department of Education, n.d.). Visual representations and models also reduce the language demands of math content (Georgia Department of Education, n.d.), and connecting mathematical language to concrete objects and pictures is a research-based strategy for supporting English learners (Chval & Chávez, 2011).

Rationale: CRA is a strong contextual fit for Pioneer because we have spent the last two years internalizing our instructional materials and aligning our instructional materials to state standards. We are now ready to incorporate the differentiated supports of CRA into our Tier One standards-aligned instruction.

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

EASI Grant; General Fund/Local Funds



LETRS Training-to-Practice in Tier 2

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

This strategy equips K–5 teachers with science-of-reading strategies through structured LETRS training, district implementation guides, and administrative feedback loops to strengthen small-group Tier 2 literacy instruction and engage families in bilingual at-home support. The vision for implementation centers on transforming foundational literacy instruction by translating evidence-based LETRS training directly into daily small-group practice. Through clear quarterly pacing expectations, targeted implementation guides created by leadership, and regular screening data analysis (DIBELS), teachers systematically apply science-of-reading methodologies. Ongoing administrative feedback ensures instructional fidelity, while bilingual family newsletters empower caregivers to reinforce reading development at home.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for teaching development in the science of reading

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: The science of reading has strong research support: the What Works Clearinghouse rated explicit instruction in phonemic awareness, letter-sound connections, and decoding as supported by strong evidence for students in kindergarten through third grade, which aligns with ESSA Tier 1 (Foorman et al., 2016). LETRS is professional learning designed to build teachers' knowledge of these practices, and a randomized study found that LETRS-based training significantly increased teachers' knowledge of scientifically based reading instruction (Garet et al., 2008). In addition, the What Works Clearinghouse practice guide for students in grades 4 through 9 rated two foundational skills practices as supported by strong evidence (ESSA Tier 1): building students' decoding skills so they can read complex multisyllabic words, and providing purposeful fluency-building activities so students read effortlessly (Vaughn et al., 2022). LETRS builds teacher knowledge of these same skills, and a statewide study found that schools with more LETRS-trained K–5 teachers saw stronger growth in reading proficiency and larger reductions in students scoring at the novice level (Kentucky Reading Research Center, 2026). Rationale: This is a strong contextual fit for Pioneer because it allows us to build a comprehensive schoolwide approach to K-5 literacy instruction built on shared knowledge, common language which means students will experience coherent instruction as they move from grade to grade rather than a different philosophy in each classroom.

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

Other CDE Grant; General Fund/Local Funds



ELA Unit Internalization that Emphasizes Supporting the Needs of MLs

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

This strategy establishes a collaborative unit internalization protocol that guides grade-level teams to analyze curriculum learning arcs, embed explicit English Language Development (ELD) scaffolds into literacy units, and continuously evaluate Multilingual Learner (ML) assessment data to ensure

equitable access to High-Quality Instructional Materials (HQIM). The vision for implementation focuses on embedding proactive language support directly into core ELA planning rather than treating accommodations as an afterthought. Guided by an instructional coach and supported by protected collaborative time with ELD specialists, teacher teams deeply internalize unit learning goals, identify critical lessons, and evaluate student work to determine the effectiveness of embedded scaffolds. Continuous teacher feedback and quarterly iterations of the planning protocol ensure that instructional practices remain responsive to the evolving literacy needs of Multilingual Learners.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for unit internalization
- Need for data-driven unit planning that targets the needs of MLs

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Evidence base: A meta-analysis of 95 rigorous studies found that professional learning produced the strongest student outcomes when it helped teachers learn to use their curriculum materials and understand how students learn the content (Lynch et al., 2019). That depth of understanding includes knowing how skills build over time, which allows teachers to plan instruction along a clear learning progression and connect formative assessment to it so they can identify where students are and what they need next (Heritage, 2008). It also helps teachers protect time for grade-level work, which matters because students in classrooms with more grade-appropriate assignments gained nearly two months of additional learning (TNTP, 2018). With regard specifically to Multilingual Learners, facilitated unit internalization gives teachers dedicated time to identify the background knowledge a unit assumes and plan how to build it before students encounter the texts. It also allows teachers to analyze language demands in advance and plan explicit instruction in academic vocabulary across several days, a practice the What Works Clearinghouse rated as supported by strong evidence for English learners (Baker et al., 2014). Rationale: This is a strong contextual fit for Pioneer because we are in year two of implementation of our ELA instructional materials, providing facilitated planning support for teams of teachers to unpack and internalize units. While we are unpacking and internalizing units, it makes sense for us to do so with the needs of our Multilingual Learners as a clear lens.

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

General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 Awareness - ESSA School Improvement : 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	☒ I agree
Stakeholder Progress Monitoring : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving	Improvement, Priority	

Mathematics Outcomes K-12: Math 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 and Turnaround Plans	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Pioneer Elementary School UIP 2026-27.pdf
- Pioneer Elementary School 2026-2027 Improvement Plan.doc.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name

Columbine Elementary School

Grades Served

NA - NA

Phone

9708677418

District Name

Fort Morgan Re-3

Website**State Identification**

Improvement Plan

Federal Identification**Description**

Columbine Elementary School serves about 215 students kindergarten through 5th grade. Columbine's staff includes 12 classroom teachers, 2 special education teachers, 1 reading interventionist, 1 CLD teacher, 2 specials teachers, 1 counselor, 1 instructional coach, 7 paraprofessionals, 1 health aide, 1 administrative assistant, and the principal.

School Contact Information

Name: Shelly Carlson

Title: Principal

Phone: (970)867-7418

Email: shelly.carlson@fortmorgank12.com

Relationship of UIP Elements



**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**

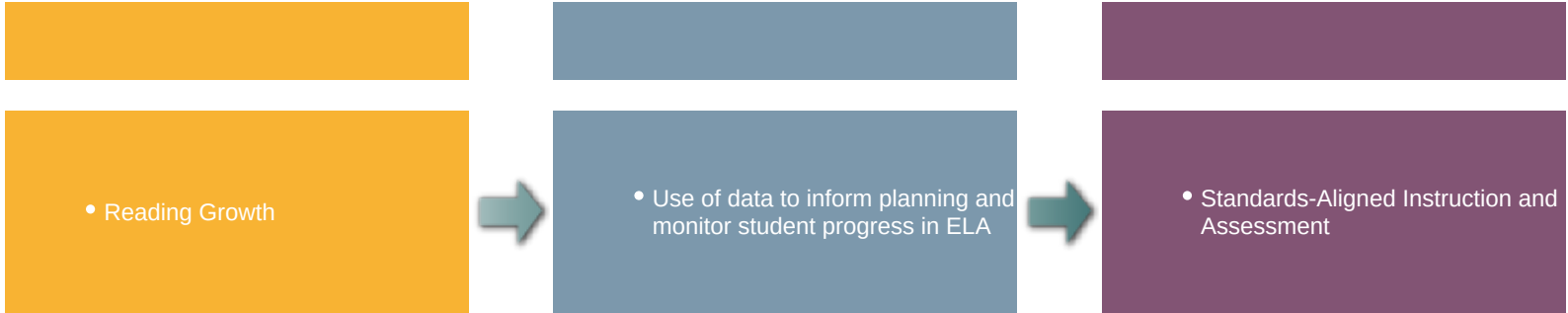
- Math Growth



- Need for standards-based planning and lesson internalization
- Lack of dedicated math intervention time.



- Timely, Targeted, and Tiered Supports for Math



Student Performance Priorities

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?

Our current performance on Fall 2026 NWEA data, K-5 students are performing at the 39th percentile for achievement. Currently, 36% of our students are scoring approaching or above in CMAS.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 school year, 51% of our students taking CMAS will score approaching or above.

What is the 1-year (end of 2026-27) measure and target?

By the end of 2026-2027 school year, 46% of our students taking CMAS will score approaching or above.

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

1 2 3 4 5 Kindergarten

Interim Measure and Target

For the winter NWEA math assessment, Columbine will score at the 45th percentile. For the winter NWEA math assessment, Columbine will score at the 50th percentile.

Measurement Dates

12 / 20 / 2026
05 / 27 / 2027

Student Performance Priority: Reading Growth

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.)

All Student Population

What is the current performance of this Student Performance Priority?

Currently, in grades K-3, students are performing at the 31st percentile on Fall 2026 NWEA.

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

1 2 3 Kindergarten

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be performing at the 46th percentile on NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be performing at the 41st percentile on NWEA.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

READ Act Targets

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

Currently, in grades K-3, students are performing at the 31st percentile on Fall 2026 NWEA.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be performing at the 46th percentile on NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be performing at the 41st percentile on NWEA.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

On what date will the school measure this interim target?

12 / 20 / 2026
05 / 15 / 2027

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

30% of our students in grades 1-3 currently have a significant reading deficiency.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028, 15% of our students will have a significant reading deficiency.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027, 20% of our students will have a significant reading deficiency.

Interim Measure and Target

By winter of 2026, we will decrease students scoring intensive from 56% down to 46%.
By spring of 2027, we will decrease students scoring intensive from 46% down to 36%.

On what date will the school measure this interim target?

12 / 20 / 2026
05 / 27 / 2027

Root Cause Analysis



Math Growth



Need for standards-based planning and lesson internalization

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Because Columbine is essentially a brand new school after redistricting in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. 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 needed to be addressed.



Lack of dedicated math intervention time.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

In the past, math intervention time has not been a priority.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

School leadership has identified the need to put Math W.I.N. (What I need) into the daily instructional schedule. During PLCs, instructional coach for the building and the district math instructional coach is working with teachers on implementing targeted, timely, tiered supports.



Reading Growth



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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Because we are in year 1 of implementing a new ELA program, there is a need to focus on utilizing data for planning and monitoring progress. School leadership and teachers are working to identify strengths and areas of growth while implementing this program.



Timely, Targeted, and Tiered Supports for Math

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for standards-based planning and lesson internalization
- Lack of dedicated math intervention time.

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I



Action Plan

Action Step	Responsible Party	Start Date	End Date
Analyze unit assessment data to determine topics for review, reteach, or extension.	Principal, Instructional Coach, District Level Math Instructional Coach, and Teachers	08 / 12 / 2026	05 / 28 / 2027
Designate bi-weekly PLC meeting times for data analysis and reflection	Principal, Instructional Coach, District level math instructional coach and teachers	08 / 12 / 2026	05 / 28 / 2027
Provide tailored Tier 2 support using review of prerequisite skills, extension, reteach, and intervention activities aligned to the scope and sequence.	rincipal, Instructional Coach, District level math instructional coach and teachers	09 / 08 / 2026	05 / 28 / 2027
Create a protocol for unit assessment data meetings and articulate expectations for team reflection.	Principal, Instructional Coach, District level math instructional coach and teachers	09 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers using data to flexibly move students to tiered math support groups

What evidence will you use to measure the improvement?

NWEA and end of unit math assessment

Who will be responsible for measuring implementation progress?

Principal and Instructional Coaches

Implementation Milestones

Implementation Milestone	Date
100% of teachers will understand the role of standards-aligned data & HQIM to provide timely, tiered, & targeted math support	12 / 18 / 2026
60% of teacher teams will use standards-aligned data to identify student needs and HQIM to provide timely, targeted, tiered support.	05 / 28 / 2027



Standards-Aligned Instruction and Assessment

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

Columbine will work throughout the 2026-2027 school year with all ELA teachers to ensure that we are implementing high-impact, standards based universal instruction with timely, targeted, and tiered supports.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I



Action Plan

Action Step	Responsible Party	Start Date	End Date
Host a quarterly family literacy night.	Teachers	09 / 25 / 2026	05 / 28 / 2027
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 and Instructional Coach with teachers	09 / 29 / 2026	05 / 28 / 2027
Repurpose biweekly 50-minute PLC time to focus on facilitated standards alignment using the protocol.	Principal and Instructional Coach	09 / 30 / 2026	10 / 30 / 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 and Instructional Coach with teachers	09 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Targeted instruction on key learning objectives & use of standards-aligned assts	Implementation Milestone	Date
What evidence will you use to measure the improvement?	100% of teacher teams will align grade level standards and end of unit assessments for their second quarter units.	12 / 18 / 2026
DIBELS		
Who will be responsible for measuring implementation progress?	100% of teacher teams will align grade level standards and end of unit assessments for their fourth quarter units.	05 / 28 / 2027
Principal and Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : Stakeholder Input on Plan Development: The plan	All Schools and Districts	☒ I agree

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.

Stakeholder Progress Monitoring : 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
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Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
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Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
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OPTIONAL Title I, Part A Schoolwide Plan : 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
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Files & Trackers

- Final_~V1 Columbine Elementary School UIP 2026-27.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Sherman Language School	NA - NA	9708672998
District Name	Website	State Identification
Fort Morgan Re-3		New School
Federal Identification		
Description		
Sherman Language School is a magnet school in the Fort Morgan School District. The first year of the magnet school is 2026-2027. The school includes grades kindergarten through 5th. There are currently 3 classes in grades K-2, and those students' core classes are Spanish Literacy, English Literacy, and math taught in Spanish. Grades 3-5 have 2 classes each. In 3rd grade, students receive science, social studies, and literacy taught in English, and math and literacy taught in Spanish. in 4th and 5th grades, math and literacy are taught in English, and science, social studies, and literacy are taught in Spanish. There aer 336 students enrolled at Sherman Language School. 72% of the students are Hispanic, 25% are white, 1% are black, and 1% are multiple races. Sherman's staffing includes 15 classroom teachers, 1 reading interventioninst, 1 special education teacher, 1 counselor, 2 1/2 specials teachers, and 8 paraprofessionals.		

School Contact Information

Name: Simone Carruth

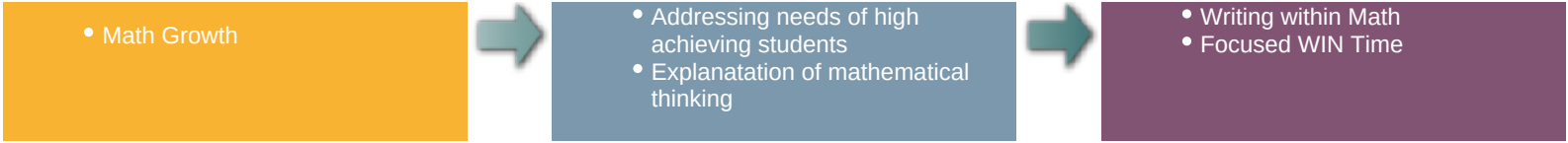
Title: Principal

Phone: 9705420731

Email: simone.carruth@fortmorgank12.com

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- While Sherman Language School is new school, all of the students in grades 2-5 previously attended Columbine Elementary School. Therefore, while CMAS scores are not totally accurate, they can be used in combination with local data to inform the UIP.

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?

Math growth has declined for all students over the past 4 years. from the 48th percentile in 2023 to the 35th percentile in 2026. Growth is decreasing and is below the state expectation.

What is the 2-year (end of 2027-28) measure and target?

Student math growth as measured by CMAS will be at the 50th percentile.

What is the 1-year (end of 2026-27) measure and target?

Student math growth as measured by MAPS/NWEA will be at the 65th 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/MAPS math - baseline data	09 / 03 / 2026
NWEA/MAPS math - the school growth percentile will be at or above 65th	12 / 10 / 2026

READ Act Targets

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

At the end of grade 3 in 2026, of students attending Sherman Language School (tested at Columbine) 76% were either at or above Benchmark as measured by DIBELs. There is no comparative data as we are in our first year.

What is the 2-year (end of 2027-28) measure and target?

Interim Measure and Target

DIBELs progress monitoring - 78% of students at or above Benchmark

On what date will the school measure this interim target?

12 / 16 / 2026
05 / 12 / 2027

At the end of grade 3, 85% of students will be at or above Benchmark as measured by DIBELs.

What is the 1-year (end of 2026-27) measure and target?

At the end of grade 3, 80% of students will be at or above Benchmark as measured by DIBELs.

DIBELs progress monitoring - 80% of students at or above Benchmar

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

At the beginning of 2026, 61 students of 237, 26% of students, are SRD. There is no comparative data.

What is the 2-year (end of 2027-28) measure and target?

At the end of 2028, 15% or fewer of students will be SRD.

What is the 1-year (end of 2026-27) measure and target?

At the end of 2028, 20% or fewer of students will be SRD.

Interim Measure and Target

DIBELs progress monitoring - 23% of studens or fewer will be SRD.
DIBELs progress monitoring - 20% of studens or fewer will be SRD.

On what date will the school measure this interim target?

12 / 16 / 2026
05 / 12 / 2027

Root Cause Analysis



Math Growth



Addressing needs of high achieving students

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

When implemented with fidelity, the curriculum focuses on mastery of grade level standards. Within the time confines of the school day, it has been difficult to extend the students who are high-achieving. This has resulted in students who fall into the high-achievement, low growth category.

Root Cause Category

Curriculum

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

The building leadership team utilized the NWEA Achievement Status and Growth Summary with Quadrant Chart to determine that a significant number of high achieveing students are below the 50th percentile in growth. The BLT consists of a teacher from each grade level, and they concurred that the allotted class time for math does not allow much time for extension and enrichment lessons.



Explanation of mathematical thinking

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Students are able to solve a math problem but are unable to explain their thinking or show their work using words.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

The math teachers have observed this in the classroom. This is not always captured by NWEA data since that test tends toward finding the correct answer as opposed to CMAS which requires more explanation.

Major Improvement Strategies



Focused WIN Time

Major Improvement Strategy Category

Targeted Student Academic Supports

Describe the Major Improvement Strategy and the vision for implementation.

Every grade has a WIN (What I Need) time dedicated to math. We will use data to create and adjust WIN groups, using this time intentionally to focus on growth, especially growth in the groups with high achieving students.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Explanatation of mathematical thinking

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Differentiation is critical to meet every student where they are and grow the students.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
Use NWEA data to make WIN Groups	Sally Templeton	09 / 14 / 2026	05 / 28 / 2027
Use data to target instruction to the group	Classroom teachers	09 / 14 / 2026	05 / 28 / 2027
Adjust groups with each new math topic	Classroom teachers	10 / 05 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Closer analysis of individual data to differentiate instruction

What evidence will you use to measure the improvement?

Improved growth at MOY testing

Who will be responsible for measuring implementation progress?

Sally Templeton

Implementation Milestones

Implementation Milestone	Date
Create and instruct leveled math groups	09 / 28 / 2026
Adjust groups for each math topic	10 / 06 / 2026



Writing within Math

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

Math teachers will collaborate with writing teachers to incorporate sentence level writing into math. Writing will encourage the students to process and state their mathematical thinking.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Explanatation of mathematical thinking

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The act of writing forces the brain to think through problems to the conclusion.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
Teach math teachers grade level sentence writing expectations	Sally Templeton	09 / 16 / 2026	
Support math teachers in implementing writing	Simone Carruth and Sally Templeton	09 / 16 / 2026	05 / 28 / 2027
Data Cycles focused on explaining mathematical thinking	Sally Templeton	10 / 07 / 2026	05 / 25 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Incorporating sentence writing in math

Implementation Milestones

What evidence will you use to measure the improvement?

Improvement in data cycles

Implementation Milestone

Date

Growth in data cycles focused on mathematical thinking

11 / 18 / 2026

Who will be responsible for measuring implementation progress?

Simone Carruth

Growth in NWEA testing

12 / 16 / 2026

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

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Executive Summary

School Information

School Name	Grades Served	Phone
Green Acres Elementary School	NA - NA	9708675460
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Description		

Green Acres is a K - 5th grade elementary in the town of Fort Morgan, in Northeastern Colorado serving approximately 280 students. We are one of five elementary schools in the Fort Morgan School district, which serves approximately 3400 students. There are 23 certified teachers, two instructional coaches, one full time counselor, one occupational therapist, one speech pathologist, and 11 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 66%. Currently our school is comprised of 50% Hispanic, 32% White, 4% 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 sight basic dental services through Salud dental. Title I grant funding as well as READ Act money is utilized to support student achievement.

School Contact Information

Name: Carol Francone
Title: Principal
Phone: 970-867-5460
Email: carol.francone@fortmorgank12.com

Relationship of UIP Elements



Student Performance
Priorities

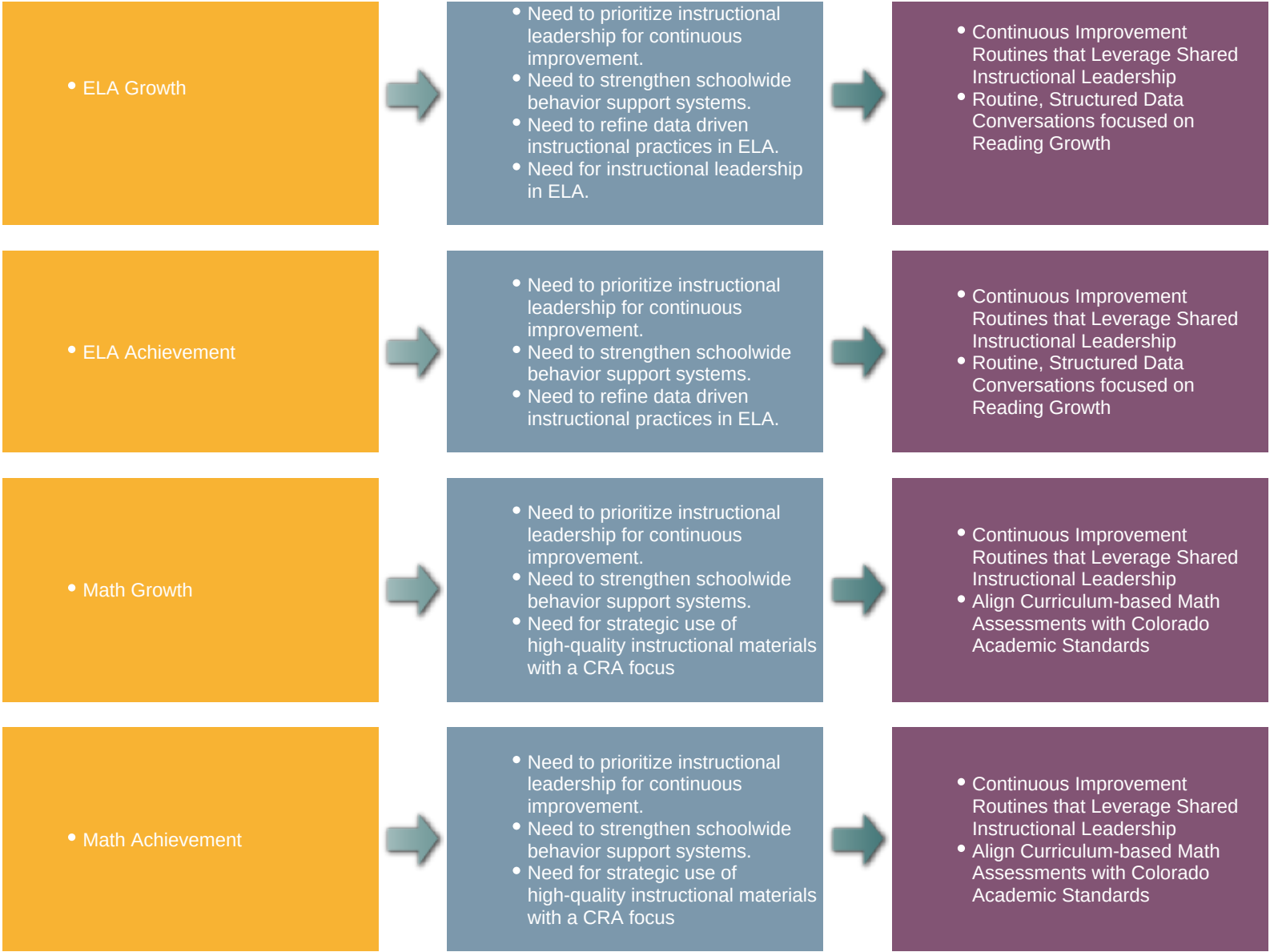


Root Cause



Major Improvement
Strategies





Student Performance Priorities

Student Performance Priority Summary

• **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
2025-2026	724.8	719.2	735.4	717.7	737.9	708.5	731.8	688.6	734

Growth: CMAS - ELA

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. Growth dipped in 2025-2026 to 46. In the most recent year, the gap existed between Non-FRL and FRL students growth has decreased and is now a 5-point. Growth for students with IEPs was able to be reported for the first time in recent history as this group was greater than 20. This growth was shown at 25 points.

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, with a slight drop to the 43rd percentile in 2025-2026. While the overall trend was flat, two significant shifts occurred within subgroups. The most notable change was the dramatic decrease for ELL students, whose achievement percentile fell back to the 23rd percentile in 2025-2026 from the 52nd percentile in 2024-2025. Additionally, the achievement gap between White and Hispanic students was significantly increased, increasing from 11 points in 2024-2025 to 29 percentile points in 2025-2026. This data is higher than the state level data in which achievement is lower, just above the approaching score.

Growth: NWEA - ELA (% of students at grade level)

Achievement: CMAS - Math

[illegible]

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
2025-2026	721	713	737	713	735	708	727	698	727

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 and continues on a slight upward trend. 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 previous three years, reaching a difference of over 39 points in 2024-2025; however, this gap is closing to 29 points in 2025-2026.

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
2025-2026	38	36	42	36	42	35.5	43	42	37.5

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, rebounded sharply to 52.0 in 2024-2025, and decreased again to 38 in 2025-2026. All subgroups had decreased growth in 2025-2026 from the previous year.

Achievement: NWEA - Math (% of students at grade level)

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 and continued declining in 2025-2026 to the 40th percentile. While overall, there was a decline in growth, Hispanic students achievement slightly increased from the 31st to the 33rd percentile, closing the gap with White students to 20 points. CMAS Math achievement was just at approaching and slightly below NWEA data.

Growth: NWEA - Math (% of students at grade level)

Overall NWEA Math growth scores for All Students shows an inconsistent trend of up and down declining in 2025-2026 to lower than the starting point. Both Hispanic and White students experienced a decline in growth in the final year, with scores continued to fall to the 29th and 41st percentiles, respectively. ELL student growth also showed a significant decline from 2022-2023 to 2025-2026. CMAS Math growth demonstrated a comparable growth percentile.

Student Performance Priority: ELA 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 is the current performance of this Student Performance Priority?

46th MGP on CMAS

What is the 2-year (end of 2027-28) measure and target?

In May 2028, 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
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What is the 1-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 60 on CMAS.

NWEA - 55th MGP
NWEA - 60th MGP

01 / 08 / 2027
01 / 07 / 2028

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?

19th percentile in the state on CMAS

What is the 2-year (end of 2027-28) measure and target?

By May 2028, we will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2026-27) measure and target?

By May 2027, we will be at the 26th percentile in the sate 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 be at or above the 61st percentile.
NWEA- 48% of students will be at or above the 61st percentile.

Measurement Dates

01 / 08 / 2027
01 / 07 / 2028

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?

37.5 MGP on CMAS

What is the 2-year (end of 2027-28) measure and target?

In May 2028, the median growth percentile will be 35 on CMAS.

What is the 1-year (end of 2026-27) measure and target?

In May 2027, the median growth percentile will be 26 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 - 45th MGP
NWEA - 50th MGP

Measurement Dates

01 / 08 / 2027
01 / 07 / 2028

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?

19th percentile in the state on CMAS

What is the 2-year (end of 2027-28) measure and target?

By May 2028, we will be at the 35th percentile in the state on CMAS.

What is the 1-year (end of 2026-27) measure and target?

By May 2027, 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 - 45% of students will be at or above the 61st percentile.	01 / 08 / 2027
NWEA - 50% of students will be at or above the 61st percentile.	01 / 07 / 2028

READ Act Targets

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

There are currently 49 students identified having and SRD in 11st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 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 2026-27) measure and target?

By the end of 2026-2027 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

Interim Measure and Target	On what date will the school measure this interim target?
DIBELS 8 Composite Score	05 / 21 / 2027
DIBELS 8 Composite Score	05 / 19 / 2028

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

There are currently 49 students identified having and SRD in 11st-3rd grades who are not also identified with a reading disability on an IEP.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027-2028 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 2026-27) measure and target?

By the end of 2026-2027 school year, the number of students with SRD will be lessened to 45 as identified with the benchmark assessments of DIBELS 8 composite score.

Interim Measure and Target	On what date will the school measure this interim target?
DIBELS 8 Composite Score	05 / 21 / 2027
DIBELS 8 Composite Score	05 / 19 / 2028

Improving Mathematics Outcomes Targets

What is the current performance of students below grade level or struggling in math?	Interim Measure and Target	On what date will the school measure this interim target?
26% of students are at or above the 61st percentile on NWEA	NWEA - MOY 36% of students will be at or above the 61st percentile on NWEA.	01 / 08 / 2027 01 / 07 / 2028
What is the 2-year (end of 2027-28) measure and target?	NWEA - MOY 48% of students will be at or above the 61st percentile on NWEA.	
By the end of the 2027-2028 school year, 50% of the students will be at or above the 61st percentile on NWEA.		
What is the 1-year (end of 2026-27) measure and target?		
By the end of the 2027-2028 school year, 45% of the students will be at or above the 61st percentile on NWEA.		

Root Cause Analysis



ELA Growth



Need to prioritize instructional leadership for continuous improvement.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Need to refine data driven instructional practices in ELA.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Need to strengthen schoolwide behavior support systems.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

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Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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.

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Math Growth



Need to prioritize instructional leadership for continuous improvement.

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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Root Cause Category

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Need for strategic use of high-quality instructional materials with a CRA focus

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to use our high-quality instructional materials strategically to address Colorado Academic Standards and student's needs and strengths by identify concepts with Concrete-Relational-Abstract (CRA) framework.

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Math Achievement

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Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

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Major Improvement Strategies



Continuous Improvement Routines that Leverage Shared Instructional Leadership

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

We will work with our Building Leadership Team and Lead Improvement Team to implement continuous improvement routines. This will include structured BLT meetings every 6 weeks 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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to prioritize instructional leadership for continuous improvement.

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Distributed leadership spreads ownership across grade-level leads, instructional coaches, and specialists, fostering strong collective teacher efficacy—a key predictor of elementary literacy and math achievement (Hattie, 2018). 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.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By October 30, 2026, 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.	Principal, LIT, BLT	09 / 01 / 2026	10 / 30 / 2026
By January 8, 2027, 100% 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.	Principal, LIT, BLT	11 / 02 / 2026	01 / 08 / 2027
By March 12, 2027, 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.	Principal, LIT, BLT	01 / 11 / 2027	03 / 12 / 2027
By May 21, 2027, 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.	Principal, LIT, BLT	03 / 15 / 2027	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Increased Shared Leadership

Implementation Milestones

What evidence will you use to measure the improvement?

Surveys, LIT & BLT Feedback

Implementation Milestone

Date

Survey

01 / 08 / 2027

Who will be responsible for measuring implementation progress?

Principal

Completed improvement cycles

05 / 21 / 2027



Routine, Structured Data Conversations focused on Reading Growth

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s 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 Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Focusing the principal's time on frequent, structured data conversations with teachers allows for explicit links between leadership moves and achievement results (Piercy, 2007). Conversations focused on student performance data shift the culture from compliance checking to collaborative inquiry, allowing teachers to diagnose learning gaps without fear of punitive evaluation (Schildkamp & Poi-Dijkstra, 2010). Furthermore, Principal-led data dialogue establishes a shared responsibility for outcomes, helping teachers translate raw assessments into actionable classroom interventions (Halverson et al., 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 adopted instructional materials in ELA. Finally, it allows the 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.

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By November 13, 2026, 100% of ELA teachers and school leaders will use student level data to identify individual student benchmarks and annual student-level goals in ELA.	Principal, ELA Teachers	09 / 30 / 2026	11 / 13 / 2026
By January 8, 2027, 100% of ELA teachers and school leaders will complete 2-3 rounds of data check-ins with the principal.	Principal, ELA Teachers	11 / 16 / 2026	01 / 08 / 2027
By March 12, 2027, 100% of ELA teachers and school leaders will complete 4- 5 rounds of data check-ins since launch.	Principal, ELA Teachers	01 / 11 / 2027	03 / 12 / 2027
By May 21, 2027, 100% of ELA teachers will complete 7 rounds of data check-ins since launch.	Principal, ELA Teachers	03 / 15 / 2027	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Teachers have a greater understanding of data and next steps of instruction.	Implementation Milestone	Date
What evidence will you use to measure the improvement?	All teachers have had 2-3 cycles and student achievement is increased as measured by MOY NWEA.	01 / 08 / 2027
Observation, Student Data		
Who will be responsible for measuring implementation progress?	All teachers have had 2-3 cycles and student achievement is increased as measured by EOY NWEA.	05 / 21 / 2027
Principal		



Align Curriculum-based Math Assessments with Colorado Academic Standards

Describe the Major Improvement Strategy and the vision for implementation.

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 and by identifying concepts with Concrete-Relational-Abstract (CRA) framework.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for strategic use of high-quality instructional materials with a CRA focus

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Research conducted by 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). The Concrete-Representational-Abstract (CRA) framework—derived from Jerome Bruner’s enactive-iconic-symbolic developmental learning theory—is an evidence-based intervention sequence, particularly effective for students with learning disabilities or persistent math difficulties. Modern meta-analyses of CRA interventions indicate high overall effect sizes (BC0.99), demonstrating that systematic progression through CRA stages consistently outperforms abstract-only instruction for Tier 2 and Tier 3 interventions. CRA provides schema-building support, helping students move beyond procedural memorization toward conceptual understanding (Hinton & Flores, 2022). This strategy is a good fit for Green Acres Elementary School because student achievement has been inconsistent and many students are struggling with concrete representation of concepts. Our next step is to align our assessments with the standards and develop CRA lessons for teachers to implement during WIN time. We have PLC time available to us for this work.

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

General Fund/Local Funds



Action Plan

Action Step	Responsible Party	Start Date	End Date
By November 20, 2026, 100% of grade level PLCs will align quarter 1 & 2 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	08 / 25 / 2026	11 / 20 / 2026
By January 8, 2027, 100% of grade level PLCs will align quarter 3 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	11 / 10 / 2026	01 / 08 / 2027
By March 12, 2027, 100% of grade level PLCs will align quarter 4 Math assessments to Colorado Academic Standards and have developed lessons using the CRA Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	01 / 12 / 2027	03 / 12 / 2027
By May 14, 2027, 100% of grade level PLCs will have developed lessons using the Concrete-Representational-Abstract Framework, focusing on the concrete component in intervention planning.	Principal, Instructional Coach, Teachers	03 / 16 / 2027	05 / 11 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Increased implementation of CRA Framework during instruction	Implementation Milestone	Date
What evidence will you use to measure the improvement?	Student growth will be demonstrated on MOY NWEA assessment, with students moving to the next color band.	01 / 08 / 2027
Observations, Student Data		
Who will be responsible for measuring implementation progress?	Student growth will be demonstrated on MOY NWEA assessment, with students moving to the next color band.	05 / 21 / 2027
Principal, Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Green Acres Elementary School UIP 2026-27.pdf
- Green Acres UIP Major Improvement Strategies 2026-2027.docx.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

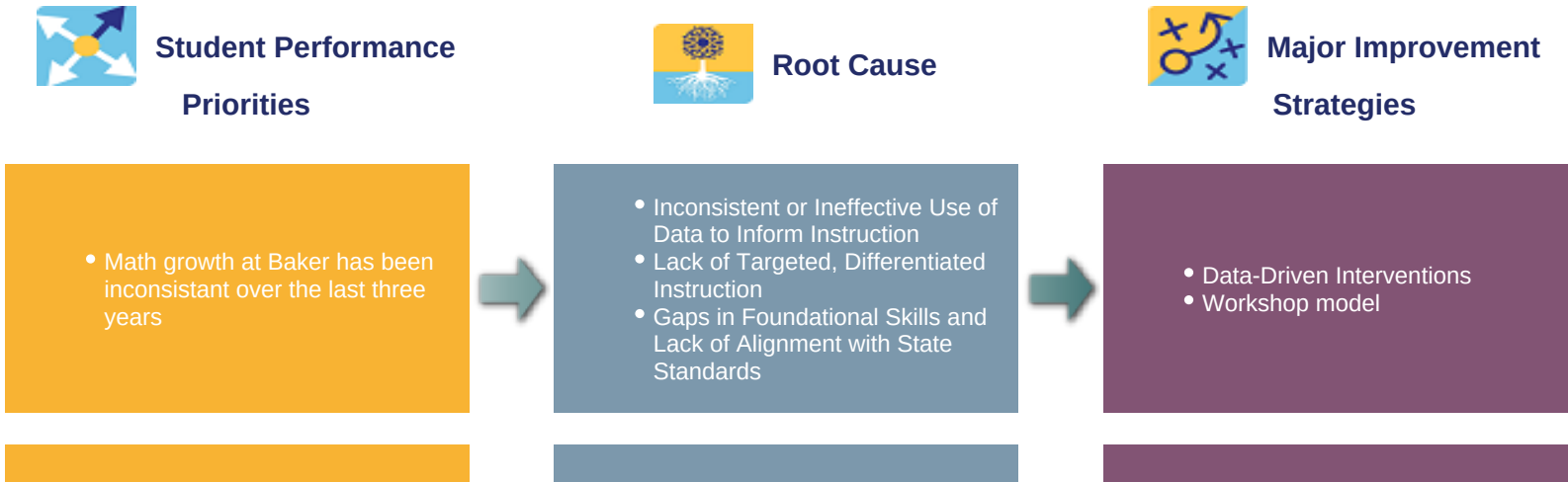
School Information

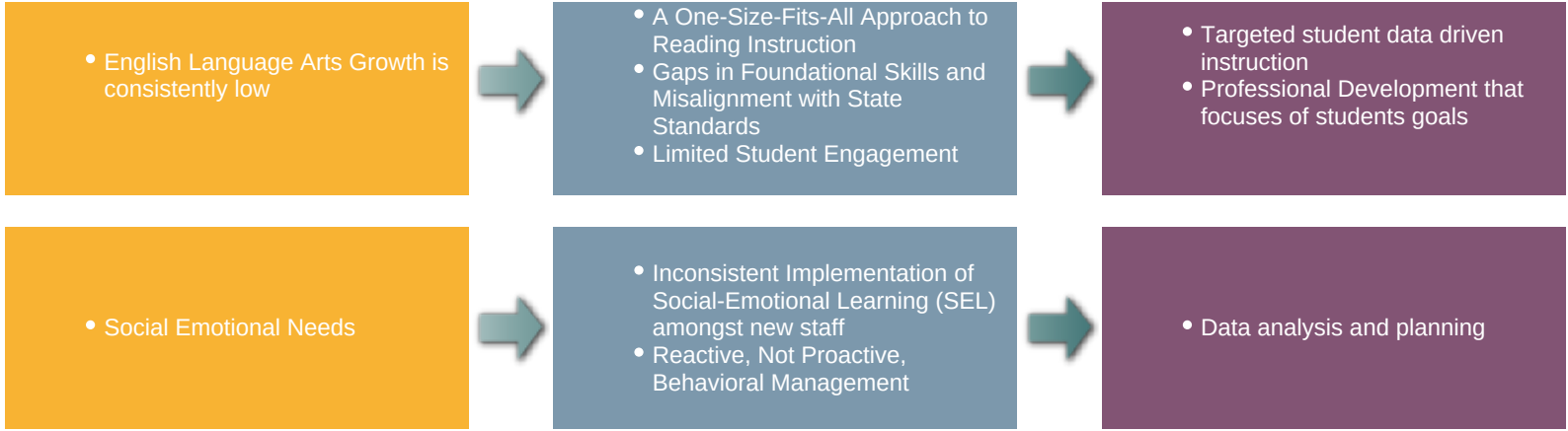
School Name	Grades Served	Phone
Baker Elementary School	NA - NA	9703706113
District Name	Website	State Identification
Fort Morgan Re-3		Improvement Plan
Federal Identification		
Description		

School Contact Information

Name: Daniel Cooper
Title: Principal
Phone: (970) 867-8422
Email: daniel.cooper@fortmorgank12.com

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- Baker Elementary’s priority performance challenges were identified and selected through a comprehensive analysis of our historical data alongside the insights provided by this year’s School Performance Framework (SPF).

Additionally, our Social-Emotional goal was directly established to align with and fulfill the targeted objectives set forth by our district’s Counselor Corp Grant.

Student Performance Priority: Math growth at Baker has been inconsistant over the last three years

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?

While growth is better than achievement, we need to improve both areas to get us to a place where a majority of Baker students are performing at or above grade level. Achievement: Mean scale score 717.3 Achievement: Percentile rank 12 Achievement: Points 2.00/8 Growth: Median growth percentile 42.0 Growth: Points 4.00/8

What is the 2-year (end of 2027-28) measure and target?

80% or greater of Baker students are performing at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

Decrease Intensive and strategic student percentage by 50% and increase the benchmark and above student percentage by 50% in math by the end of the year in grades K-5 measured with NWEA.

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

1 2 3 4 5 Kindergarten

Interim Measure and Target

By December of 2026 we will decrease the amount of students performing below grade level in math by 25%. Additionally, we will increase the amount of student performing at or above grade level by 25%. By May of 2027 we will decrease the amount of

Measurement Dates

12 / 18 / 2026
05 / 21 / 2027

(Intensive and Strategic are students falling below the 41st percentile on achievement; Benchmark and Above are students falling at or above the 41st percentile on achievement.)

students performing below grade level in math by 50%. Additionally, we will increase the amount of student performing at or above grade level by 50%.

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 is the current performance of this Student Performance Priority?

While growth is better than achievement, we need to improve both areas to get us to a place where a majority of Baker students are performing at or above grade level. Achievement: Mean score 722.6 Achievement: Percentile rank 15 Achievement: Points 4.00/8 Growth: Percentile rank 42.0 Growth: Points 4.00/8

What is the 2-year (end of 2027-28) measure and target?

80% or greater of Baker students are performing at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

Decrease Intensive and strategic student percentage by 50% and increase the benchmark and above student percentage by 50% in reading by the end of the year in grades K-5 measured with NWEA. (Intensive and Strategic are students falling below the 41s

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

1 2 3 4 5 Kindergarten

Interim Measure and Target Measurement Dates

By December of 2026 we will decrease the amount of students performing below grade level in math by 25%. Additionally, we will increase the amount of student performing at or above grade level by 25%. By May of 2027 we will decrease the amount of students performing below grade level in math by 50%. Additionally, we will increase the amount of student performing at or above grade level by 50%.

12 / 18 / 2026
05 / 21 / 2027

Student Performance Priority: Social Emotional Needs

Student Performance Priority Category

Behavior

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?

Students identifying monthly character trait focus. Right now we estimate that 60% of students can correctly identify the trait.

What is the 2-year (end of 2027-28) measure and target?

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

1 2 3 4 5 Kindergarten

By the end of the 27/28 school year we would like to have 100% of students being able to correctly identify the monthly character trait.

What is the 1-year (end of 2026-27) measure and target?

By the end of this school year we would like for 80% of students being able to correctly identify the monthly character trait.

Interim Measure and Target

Monthly random sampling of students on that month's character trait.

Measurement Dates

10 / 30 / 2026

READ Act Targets

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

We have 184 students K-3 at Baker. 38% or 70 students are reading at or above grade level.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 50%. In other words, we would like to see 80% or 148 students reading at or above grade level.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 25%. We would like to increase the 38% to 65% or 120 students.

Interim Measure and Target

We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way. We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way.

On what date will the school measure this interim target?

12 / 18 / 2026
08 / 27 / 2027

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

43% of the 184 students or 79 students.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 50%

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year we would like to see an increase in students K-3 reading at or above grade level on DIBELS benchmark assessments by 25%

Interim Measure and Target

We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way. We will monitor progress through DIBELS progress monitoring and fall and winter benchmarks along the way.

On what date will the school measure this interim target?

12 / 18 / 2026
08 / 27 / 2027

Root Cause Analysis



Math growth at Baker has been inconsistant over the last three years



Inconsistent or Ineffective Use of Data to Inform Instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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) amongst new staff

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Comprehensive 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

Social-Emotional/Trauma-Informed

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 80% of students to correctly identify the character trait of the month. Curriculum Engagement: The curriculum was redesigned this year. Our goal is to capture the number of teachers and staff actively logging in to the program websites to access lessons, activities, and marking them as complete. This metric indicates fidelity of implementation.



Reactive, Not Proactive, Behavioral Management

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

Reactive, Not Proactive, Behavioral Management: We are not accurately aligning our conversations in regards to behavior with the lesson behind the monthly character trait.

Root Cause Category

Social-Emotional/Trauma-Informed

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s 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 Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step

Math instructional coach setting up regular coaching cycles with teachers in grades 3-5

Responsible Party

Teacher and Instructional Coach

Start Date

08 / 12 / 2026

End Date

05 / 28 / 2027

Implementing a math WIN time for all grades to focus on recommendation and extension.

Teachers and Instructional Coach

08 / 12 / 2026

05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers engage with coach to go through coaching cycles

Implementation Milestones

Implementation Milestone

Date

What evidence will you use to measure the improvement?

Monitor data following coaching cycles to check for student growth

25% increase in at or above grade level students on benchmark assessments

12 / 18 / 2026

Who will be responsible for measuring implementation progress?

Teachers and Instructional Coach

25% increase in at or above grade level students on benchmark assessments

05 / 28 / 2027



Targeted student data driven instruction

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step

95Percent intervention fidelity

Responsible Party

Principal/Instructional Coach

Start Date

08 / 28 / 2026

End Date

05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

95Percent tier 2 and 3 instruction is done with fidelity

Implementation Milestones

Implementation Milestone

Date

What evidence will you use to measure the improvement?

Improvement is student skill mastery and improved DIBELS benchmark assessments

25% increase in at or above grade level students

12 / 18 / 2026

Who will be responsible for measuring implementation progress?

Teachers

25% increase in at or above grade level students

05 / 28 / 2027



Professional Development that focuses of students goals

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Limited Student Engagement

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Student goal setting that focuses on student ownership of goals. This will help with buy in from students	Teachers and coach	12 / 18 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Staff are regularly working with students to set goals	Implementation Milestone	Date
What evidence will you use to measure the improvement?	An increase of student meeting goals on NWEA and DIBELS by 25% from Fall benchmark assessments in Winter	12 / 18 / 2026
Goal tracking sheets		
Who will be responsible for measuring implementation progress?	An increase of student meeting goals on NWEA and DIBELS by 50% from Fall benchmark assessments in Spring	05 / 28 / 2027
Teachers		



High-Fidelity Implementation

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step

Reviewing log-in data from district office

Responsible Party

Principal

Start Date

08 / 12 / 2026

End Date

05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Consistent usage by staff

Implementation Milestones

Implementation Milestone

Date

What evidence will you use to measure the improvement?

Review data from district support center

80% consistently using the online curriculum

12 / 18 / 2026

Who will be responsible for measuring implementation progress?

Principal

100% consistently using the online curriculum

05 / 28 / 2027



Data analysis and planning

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Reactive, Not Proactive, Behavioral Management

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.



Action Plan

Action Step	Responsible Party	Start Date	End Date
Monthly query of random students across grade levels	Principal and school counselor	10 / 30 / 2026	05 / 28 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Tying the trait of the month with student conversations in multiple settings

Implementation Milestones

What evidence will you use to measure the improvement?

The number of students who correctly identify the character trait of the month

Implementation Milestone	Date
70% by mid year	12 / 18 / 2026
80% by the end of the year	05 / 28 / 2027

Who will be responsible for measuring implementation progress?

Classroom teachers



Workshop model

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

Train teachers in the workshop model. Send all math teachers 3-5 to PEBC PD at the Middle School all year so they can implement the workshop model in their class

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Lack of Targeted, Differentiated Instruction

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

We want to see a marked difference student's ability to work through problems in math without giving up. Increase in students performing at or above on NWEA from beginning to middle and middle to end of the year assessment data. Decrease in students performing intensive or strategic on NWEA from beginning to middle and middle to end of the year assessment data.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Train teachers in the workshop model. Send all math teachers 3-5 to PEBC PD at the Middle Schoo	Instructional Coach and teachers	09 / 28 / 2026	04 / 19 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Full implementation of the workshop model in grades 3-5		
What evidence will you use to measure the improvement?	Implementation Milestone	Date
Increased scores on benchmark assessments	25% increase in at or above grade level students	12 / 18 / 2026
Who will be responsible for measuring implementation progress?	25% increase in at or above grade level students	05 / 28 / 2027
Principal and Instructional Coach		

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree

Stakeholder Input on Plan Development : 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 : 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
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Final_~V1 Baker Elementary School UIP 2026-27.pdf
- Combined reading goal and action steps.pdf
- Combined Math Goal and PM plan.pdf

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan Middle School	NA - NA	9708678253
District Name	Website	State Identification
Fort Morgan Re-3	http://www.morgan.k12.co.us	Improvement Plan
Federal Identification		
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.		

School Contact Information

Name: Chad Unrein

Title: Principal

Phone: 970-370-6424

Email: chad.unrein@fortmorgank12.com

Relationship of UIP Elements



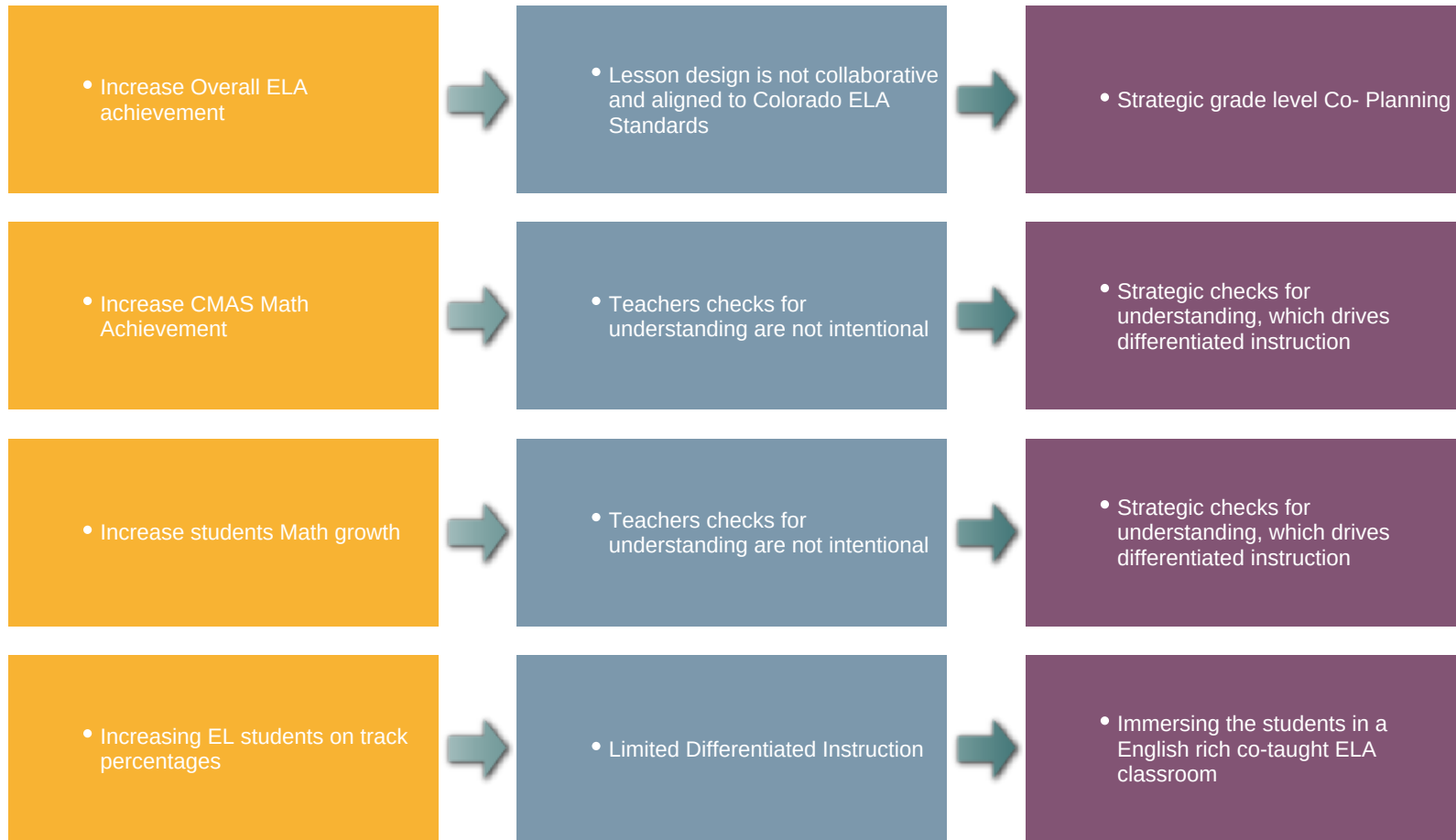
Student Performance Priorities



Root Cause



Major Improvement Strategies



Student Performance Priorities

Student Performance Priority Summary

- Recent Colorado Measures of Academic Success (CMAS) data indicates that Fort Morgan Middle School students have continually missed state performance expectations across Mathematics, English Language Arts, and English Language Learner (ELL) growth metrics. These persistent achievement gaps—particularly in foundational math concepts, grade-level reading and writing, and academic language acquisition for English learners—have designated the school as a priority for performance improvement. Consequently, targeted intervention, aligned instructional practices, and data-driven instruction in these specific core areas are critical to closing learning gaps, accelerating growth, and meeting state academic standards.

Student Performance Priority: Increase Overall ELA achievement

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle School Performance in the ELA CMAS assessment is at the 21st percentile for all students. Each sub category falls below the 15th percentile, which falls in the Does Not Meet Category.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's ELA CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's ELA CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and TargetMeasurement Dates

NWEA for writing and reading will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for writing and reading will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.

08 / 27 / 2026
12 / 16 / 2026

Student Performance Priority: Increase CMAS Math Achievement

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle Schools 2026 CMAS Math Achievement rating was at the 22nd percentile, up from the 13th percentile the year before, earning the rating of Approaching. The sub categories each fell below the 15th percentile, earning the category of "Does Not Meet"

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's Math CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's Math CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and TargetMeasurement Dates

NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.

08 / 19 / 2026
12 / 16 / 2026

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 is the current performance of this Student Performance Priority?

Fort Morgan Middle Schools 2026 CMAS Math growth rating was at the 46th percentile, up from 39th percentile from the year before, earning the rating of Approaching.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's Math CMAS scores is that they earn a rating of "Meets", which is above 50% for achievement for all students and all sub categories.

What is the 1-year (end of 2026-27) measure and target?

This years goal is that Fort Morgan Middle School's Math CMAS scores for all students will earn the "Meets" rating. All sub categories will earn the rating of "Approaching" or higher.

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

6 7 8

Interim Measure and Target	Measurement Dates
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NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test. NWEA for math will be tested in August and December. Based off this nationally norm test, we will be able to project if our students are on pace to meet our goals for the April CMAS test.	
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Student Performance Priority: Increasing EL students on track percentages

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 is the current performance of this Student Performance Priority?

CMAS ELL on track growth data rated Fort Morgan Middle School at the Meets Standard. No on Track Growth data was provided, but FMMS suspects their is still room for growth for our students.

What is the 2-year (end of 2027-28) measure and target?

In 2 years the goal for Fort Morgan Middle School's on track growth for ELL student scores is that they earn a rating of "Meets"

What is the 1-year (end of 2026-27) measure and target?

In 2 years the goal for Fort Morgan Middle School's on track growth for ELL student scores is that they earn a rating of "Meets"

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

6 7 8

Interim Measure and Target	Measurement Dates
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ACCESS Testing	
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Root Cause Analysis



Increase Overall ELA achievement



Lesson design is not collaborative and aligned to Colorado ELA Standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 CMAS Math Achievement



Teachers checks for understanding are not intentional

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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.



Strategic grade level Co- Planning

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

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

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Aligning with the Public Education Business Coalition (PEBC) framework, this collaborative unpacking process integrates PEBC's evidence-based teaching and learning model. By pairing standards alignment with PEBC's core focus on deep comprehension strategies and the Workshop Model (Demonstration, Guided Practice, and Independent Practice/Application), educator teams design student-centered learning experiences that foster critical thinking and agency. Furthermore, incorporating PEBC's collaborative coaching and reflection structures ensures that teachers continuously refine their practice, observe peer models, and analyze student work against standard benchmarks. This evidence supports the Major Improvement Strategy by showing that intentional collaboration around unpacking the Colorado Academic Standards—reinforced through PEBC's instructional and coaching practices—strengthens instructional alignment, deepens student engagement, and directly accelerates student achievement priorities.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones- FMMS Coaches - FMMS Admin	09 / 14 / 2026	09 / 14 / 2026
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	05 / 21 / 2027
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	05 / 21 / 2027
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	04 / 30 / 2027
Phenomenal Teaching Institute	PEBC	11 / 16 / 2026	04 / 09 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers will shift the workload to students, to increase student thinking

What evidence will you use to measure the improvement?

of Workshop lessons in classrom

Who will be responsible for measuring implementation progress?

Teachers, Coaches, Admin with support from PEBC

Implementation Milestones

Implementation Milestone	Date
PTI training for small number of staff	11 / 27 / 2026
Classroom visits for teachers to observe the PEBC workshop methods.	02 / 18 / 2027
Phenomenal Teaching Institute	



Strategic checks for understanding, which drives differentiated instruction

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Teachers checks for understanding are not intentional

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Integrating the Public Education Business Coalition (PEBC) framework elevates these practices by connecting data-driven checkpoints directly to student metacognition and agency. Within PEBC's Workshop Model, intentional checkpoints occur naturally during Work Time through teacher-student conferences, small-group strategy groups, and continuous reflection. Rather than treating formative data strictly as a measurement tool, PEBC practices use assessment to make student thinking visible and foster self-directed learning. Teachers use real-time observations and student work samples to form flexible, fluid groups that target specific thinking strategies, language needs, and conceptual understandings. Research indicates that when teachers systematically use assessment data to inform instruction—supported by PEBC's collaborative reflection and responsive small-group structures—student engagement, motivation, and mastery of content improve. This evidence supports the Major Improvement Strategy by showing that embedding PEBC-aligned intentional checkpoints and flexible grouping ensures responsive, high-equity instruction that directly accelerates student academic growth.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones- FMMS Coaches - FMMS Admin	09 / 14 / 2026	
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	
Phenomenal Teaching Institute	PEBC	11 / 09 / 2026	



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?

Teachers will shift the workload to students, to increase student thinking

Implementation Milestones

Implementation Milestone	Date
Classroom visits for teachers to observe the PEBC workshop methods.	11 / 27 / 2026

What evidence will you use to measure the improvement?

Number of classroom lesson based on PEBC workshop

Who will be responsible for measuring implementation progress?

Teachers, Coaches, Admin with support from PEBC

Phenomenal Teaching Institute 04 / 16 / 2027



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

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Limited Differentiated Instruction

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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. Grounded in the Public Education Business Coalition (PEBC) framework, this co-teaching partnership leverages the Workshop Model to make rigorous, grade-level content fully accessible. Grounded in PEBC's belief that language develops through authentic thinking and discourse, both teachers collaborate to facilitate workshops where academic language is modeled during short Mini-Lessons and applied immediately during Work Time. The EL teacher and content teacher utilize PEBC's co-teaching structures—such as station teaching, side-by-side conferring, and targeted strategy groups—to provide real-time scaffolding, heavy visual/graphic modeling, and explicit language instruction. By embedding PEBC thinking strategies (such as activating schema, asking questions, and synthesizing) directly into reading complex texts and constructing written responses, ELL students develop both linguistic proficiency and higher-order thinking skills simultaneously. Integrating language support directly into the core curriculum ensures students receive consistent exposure to academic English in meaningful contexts, promoting both rapid language acquisition and mastery of the Colorado Academic Standards. This evidence-based approach ensures that ELL students are supported in reaching English proficiency while remaining fully included in rigorous, standards-aligned instruction.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Introduction to PEBC	Michelle Morris Jones-FMMS Coaches - FMMS Admin	09 / 14 / 2026	
Discovering the Workshop Model	Michell Morris Jones -FMMS Coaches - FM ADMIN	09 / 14 / 2026	
Teacher PD	Michelle Morris Jones - FMMS Coaches - FM Admin	09 / 14 / 2026	
Site Visits to see implementation in progress	FMMS - Admin	10 / 22 / 2026	
Phenomenal Teaching Institute	PEBC	11 / 27 / 2026	



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones	
Teachers will shift the workload to students, to increase student thinking	Implementation Milestone	Date

What evidence will you use to measure the improvement? Number of classroom lesson based on PEBC workshop, specifically in the ELL classrooms	Classroom visits for teachers to observe the PEBC workshop methods. 11 / 27 / 2026
Who will be responsible for measuring implementation progress? Teachers, Coaches, Admin with support from PEBC	Phenomenal Teaching Institute 04 / 16 / 2027

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

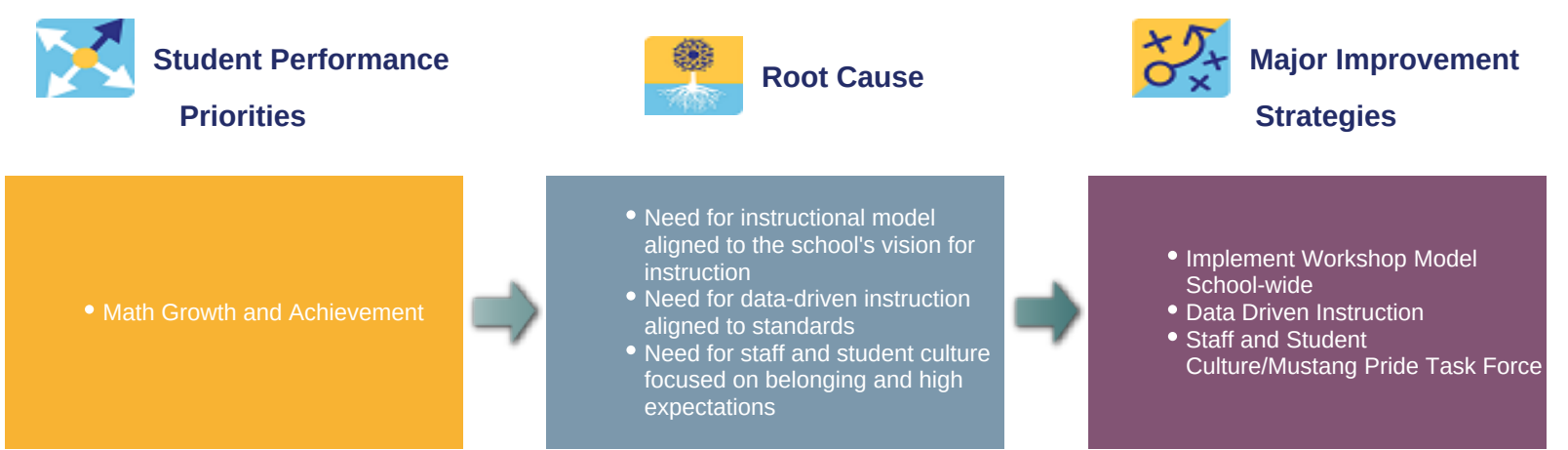
Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

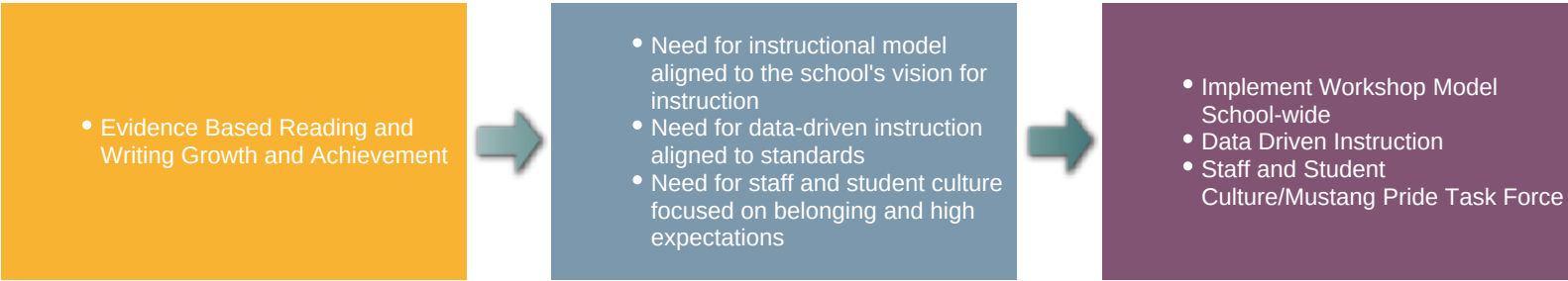
Executive Summary

School Information

School Name	Grades Served	Phone
Fort Morgan High School	NA - NA	9708675648
District Name	Website	State Identification
Fort Morgan Re-3	http://www.morgan.k12.co.us	Performance Plan
Federal Identification		
Description		
Fort Morgan High School (FMHS) is a comprehensive 9–12 high school serving approximately 900 students in Fort Morgan, Colorado, and the surrounding communities. FMHS is part of Morgan County School District RE-3 and serves a diverse student population with a variety of academic, career, and postsecondary goals. FMHS provides a broad range of opportunities, including Advanced Placement, concurrent enrollment through Morgan Community College, Career and Technical Education, athletics, activities, and other college and career pathways. The school prioritizes strong relationships, student engagement, academic growth, and preparation for life after high school. FMHS uses multiple sources of student data, including state assessments, PSAT/SAT, NWEA, course performance, attendance, and behavior data to identify needs and monitor progress. Recent data show positive trends in several areas, including student growth in literacy and mathematics. Moving forward, FMHS will focus on increasing academic achievement and growth, improving student engagement and attendance, and providing targeted interventions and supports to ensure all students have the opportunity to succeed.		

Relationship of UIP Elements





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 Mean Scale Score

	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
2025-2026	426.3	413.6	417.7	362.6	341.5

Analysis:

Fort Morgan High School has demonstrated improvement in ELA achievement for all students over the past two years. The overall EBRW score increased from 412.6 in 2023–2024 to 426.3 in 2025–2026, exceeding the 2022–2023 score of 417.6. Several student groups also showed improvement in 2025–2026, including students eligible for free or reduced-price lunch (FRL), minority students, and English learners (ELD). Although achievement levels for students with IEPs and English learners remain below the overall student average, the recent gains among English learners are encouraging. Continued focus on targeted interventions, literacy instruction across content areas, and support for identified student groups will be important to sustain growth and improve achievement for all students.

ELA Growth: PSAT/SAT EBRW Median Growth Percentile

	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%
2025-2026	44%	44%		39.5%	54.5%
			43.5%		

Analysis: Fort Morgan High School has demonstrated sustained improvement in ELA growth, with the median growth percentile increasing from the 34th percentile in 2022–2023 to the 44th percentile in 2025–2026. Growth among students eligible for free or reduced-price lunch (FRL) increased to the 44th percentile, while minority students reached the 43.5th percentile. English learners (ELD) showed improvement from the 16.5th percentile in 2023–2024 to the 39.5th percentile in 2025–2026. Students with IEPs demonstrated strong growth, increasing from the 17th percentile in 2023–2024 to the 54.5th percentile in 2025–2026. These results indicate positive progress in ELA growth across multiple student groups. Continued emphasis on targeted literacy interventions, differentiated instruction, and monitoring subgroup performance will help sustain growth and address remaining achievement gaps.

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%
2025-2026	57%	25%	22%

Analysis: Fort Morgan High School maintained overall ELA achievement at 57% of students performing at grade level from 2024–2025 to 2025–2026. English learners (ELD) demonstrated improvement from 22% to 25%, while students receiving special education services (SPED) increased from 20% to 22%. Although overall achievement remained steady, the gains among ELD and SPED students indicate positive progress. Continued emphasis on targeted literacy instruction, differentiated supports, and data-driven interventions will be important to increase the percentage of students performing at grade level across all student groups.

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%
2025-2026			54%
	58%	55%	

Analysis: Fort Morgan High School's NWEA ELA growth data shows that 58% of all students were on track to meet or met their growth goals in 2025–2026, compared to 68% in 2024–2025. English learners (ELD) decreased from 61% to 55%, while students receiving special

education services (SPED) decreased from 58% to 54%. These results indicate a need to strengthen instructional strategies and targeted interventions to improve student growth. FMHS will continue to use NWEA data to monitor progress, identify students needing additional support, and guide instructional decisions to increase the percentage of students meeting their ELA growth goals.

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 Mean Scale Score

	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
2025-2026	407.1	397.4	399	350.5	315

Analysis: Fort Morgan High School demonstrated improvement in math achievement across all student groups in 2025–2026. The overall student score increased to 407.1, surpassing the previous high of 402.4 in 2022–2023. Students eligible for free or reduced-price lunch (FRL) increased to 397.4, minority students improved to 399, English learners (ELD) increased to 350.5, and students with IEPs improved to 315. These gains indicate positive progress in math achievement across all identified groups. Continued emphasis on targeted math interventions, data-driven instructional practices, and support for students performing below grade level will be important to sustain improvement and close achievement gaps.

Math Growth: PSAT/SAT Math Median Growth Percentile

	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%
2025-2026	52%	54%	52%	51%	39%

Analysis: Fort Morgan High School demonstrated significant improvement in math growth in 2025–2026 across all student groups. The median growth percentile increased from the 41st percentile to the 52nd percentile overall, exceeding the median growth percentile of the 37th percentile reported in 2022–2023. Students eligible for free or reduced-price lunch (FRL) increased to the 54th percentile, minority students reached the 52nd percentile, English learners (ELD) improved to the 51st percentile, and students with IEPs increased to the 39th percentile. These results reflect strong progress in math growth, particularly among students who have historically faced greater academic challenges. FMHS will continue to focus on data-driven instruction, targeted interventions, and consistent progress monitoring to sustain these gains and improve achievement for all students.

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

	All students	ELD	SPED
2022-2023	NA	NA	NA
2023-2024	NA	NA	NA
2024-2025	NA	NA	NA
2025-2026	49%	27%	22%

Analysis: Fort Morgan High School's 2025–2026 NWEA Math data indicates that 49% of all students are performing at grade level. Among identified student groups, 27% of English learners (ELD) and 22% of students receiving special education services (SPED) are performing at grade level. These results highlight the need for continued focus on strengthening math achievement, particularly for students who require additional academic support. FMHS will use NWEA data to guide targeted interventions, differentiate instruction, and monitor student progress to increase the percentage of students performing at grade level.

Math Growth: NWEA Math (% 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	NA	NA	NA
2025-2026	60%	53%	63%

Analysis: Fort Morgan High School's 2025–2026 NWEA Math data indicates that 60% of all students are on track to meet or have met their growth goals. Among identified student groups, 53% of English learners (ELD) and 63% of students receiving special education services (SPED) are on track to meet or have met their growth goals. These results show encouraging progress, particularly among students receiving special education services. FMHS will continue to use data-driven instruction, targeted interventions, and regular progress monitoring to support students in meeting their math growth goals and improving overall achievement.

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 is the current performance of this Student Performance Priority?

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

All Grades Served

Math PSAT Achievement (9th & 10th grades)

What is the 2-year (end of 2027-28) measure and target?

39th percentile rank in Colorado

What is the 1-year (end of 2026-27) measure and target?

34th percentile rank in Colorado

What is the current performance of this Student Performance Priority?

Math SAT Achievement (11th grade)

What is the 2-year (end of 2027-28) measure and target?

445 median scale score on SAT

What is the 1-year (end of 2026-27) measure and target?

435 median scale score on SAT

What is the current performance of this Student Performance Priority?

Math Growth (PSAT-SAT 9-11)

Interim Measure and Target

Measurement Dates

9th grade 44th percentile on NWEA single term achievement/10th grade 51st percentile on NWEA single term achievement
9th grade 49th percentile on NWEA single term achievement/10th grade 56th percentile on NWEA single term achievement

12 / 17 / 2026
05 / 15 / 2027

Interim Measure and Target

Measurement Dates

11th grade 39th percentile on NWEA single term achievement
11th grade 44th percentile on NWEA single term achievement

12 / 17 / 2026
05 / 15 / 2027

Interim Measure and Target

Measurement Dates

9th grade 55th percentile on Fall to Winter 2026 growth on NWEA/10th grade 54th percentile on Fall to Winter 2026 growth on NWEA/11th grade 44th percentile on Fall to Winter 2026 growth on NWEA
9th grade 60th percentile on Fall 2026 to Spring 2027 growth on NWEA/10th grade 59th percentile on Fall 2026 to Spring 2027 growth on NWEA/11th grade 49th percentile on Fall 2026 to Spring 2027 growth on NWEA

12 / 17 / 2026
05 / 15 / 2027

What is the 2-year (end of 2027-28) measure and target?

62nd MGP on PSAT/SAT growth on SPF

What is the 1-year (end of 2026-27) measure and target?

57th MGP on PSAT/SAT growth on SPF

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 is the current performance of this Student Performance Priority?

EBRW PSAT Achievement (9th & 10th grades)

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 2-year (end of 2027-28) measure and target?

35th percentile rank in Colorado

What is the 1-year (end of 2026-27) measure and target?

28th percentile rank in Colorado

What is the current performance of this Student Performance Priority?

EBRW SAT Achievement (11th grade)

What is the 2-year (end of 2027-28) measure and target?

480 median scale score on SAT

What is the 1-year (end of 2026-27) measure and target?

465 median scale score on SAT

What is the current performance of this Student Performance Priority?

EBRW Growth (PSAT-SAT 9-11)

What is the 2-year (end of 2027-28) measure and target?

55th MGP on PSAT/SAT growth on SPF

What is the 1-year (end of 2026-27) measure and target?

50th MGP on PSAT/SAT growth on SPF

Interim Measure and Target	Measurement Dates
9th grade 52nd percentile on NWEA single term achievement Reading/10th grade 47th percentile on NWEA single term achievement Reading/9th grade 56th percentile on NWEA single term achievement Lang Use/10th grade 53rd percentile on NWEA single term achievement Lang Use 9th grade 57th percentile on NWEA single term achievement Reading/10th grade 52nd percentile on NWEA single term achievement Reading/9th grade 61st percentile on NWEA single term achievement Lang Use/10th grade 58th percentile on NWEA single term achievement Lang Use	12 / 17 / 2026 05 / 15 / 2027

Interim Measure and Target	Measurement Dates
11th grade 34th percentile on NWEA single term achievement for Language Use 11th grade 34th percentile on NWEA single term achievement for Language Use	12 / 17 / 2026 05 / 15 / 2027

Interim Measure and Target	Measurement Dates
9th grade 55th percentile on Fall to Winter 2026 growth on NWEA Lang. Use/10th grade 59th percentile on Fall to Winter 2026 growth on NWEA Lang. Use/11th grade 55th percentile on Fall to Winter 2026 growth on NWEA Lang. Use 9th grade 60th percentile on Fall 2026 to Spring 2027 growth on NWEA Lang. Use/10th grade 64th percentile on Fall 2026 to Spring 2027 growth on NWEA Lang. Use/11th grade 60th percentile on Fall 2026 to Spring 2027 NWEA Lang. Use	12 / 17 / 2026 05 / 15 / 2027

Root Cause Analysis





Need for instructional model aligned to the school's vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need to implement a school-wide model of instruction that allows us to move forward our vision for instruction and align systems, structures and practices to the vision.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 data-driven instruction aligned to standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for department-level data use aligned with standards and the school-wide vision for instruction.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 for instructional model aligned to the school's vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need to implement a school-wide model of instruction that allows us to move forward our vision for instruction and align systems, structures and practices to the vision.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 data-driven instruction aligned to standards

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

There is a need for department-level data use aligned with standards and the school-wide vision for instruction.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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 staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 2025-2026 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 2025 were the same root causes identified in the spring of 2026. 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



Data Driven Instruction

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

In ELA, Math, Social Studies, and Science, we will provide facilitated support for teams to engage in data cycles. This will include using NWEA data to identify priority standards, determining where those standards are addressed in our instructional materials, examining student work to evaluate progress on priority standards, and making timely adjustments to instruction.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for data-driven instruction aligned to standards
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Implement Workshop Model School-wide

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies in all classrooms. This will include differentiated training, coaching, and systems development targeting teacher development in this area.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for instructional model aligned to the school's vision for instruction
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Staff and Student Culture/Mustang Pride Task Force

Major Improvement Strategy Category

School or District Climate and Culture

Describe the Major Improvement Strategy and the vision for implementation.

We will use data to monitor student and staff perceptions related to school connectedness, belonging, and high expectations for all. Based on data, we will provide layered supports to ensure all staff and students perceive that they have a sense of connectedness and belonging and that high expectations are in place and supported at Fort Morgan High School.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Improving school culture leads to better results for both students and staff, as schools that strengthened leadership, expectations, relationships, and safety saw higher student achievement and lower teacher turnover (Kraft et al., 2016). Students who feel connected to their school also have better social and emotional outcomes, including lower rates of mental health problems, violence, and substance use that last into adulthood (Steiner et al., 2019). For staff, a schoolwide approach to improving culture has been shown to strengthen teacher connection and create a healthier work environment (Bradshaw et al., 2009). This is especially important in rural schools, where a positive relational climate is one of the strongest predictors of whether teachers stay (Williams et al., 2021).

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

EASI Grant; General Fund/Local Funds

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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

Files & Trackers

- Final_~V1 Fort Morgan High School UIP 2026-27.pdf
- Fort Morgan High School 2026-2027 Improvement Plan.doc

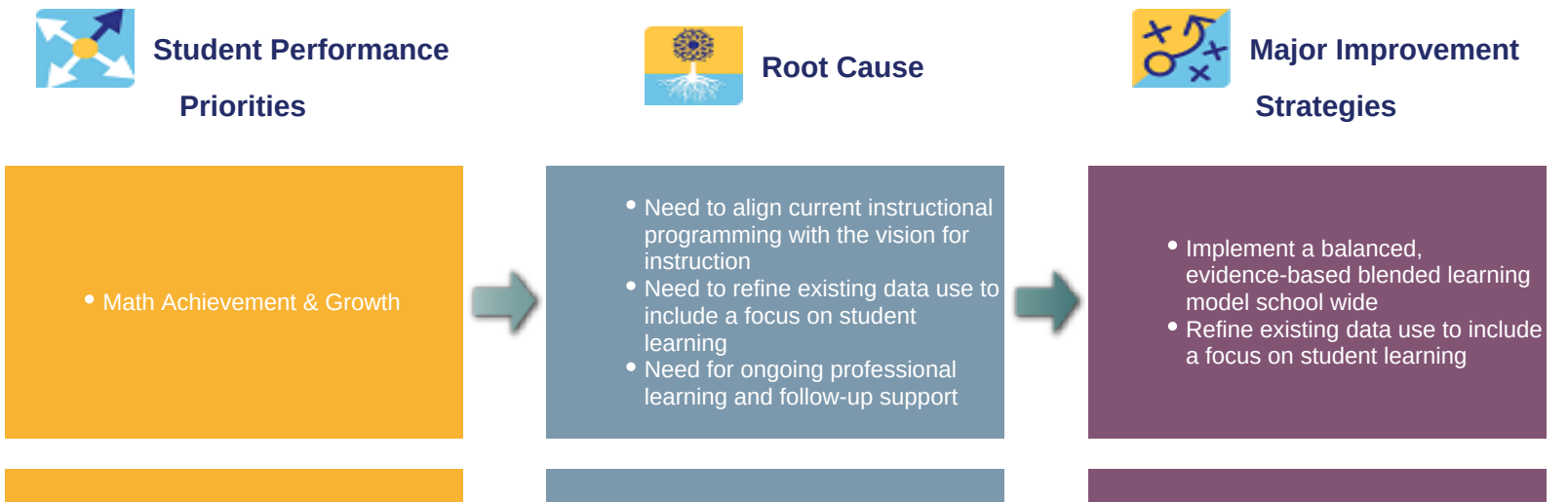
Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

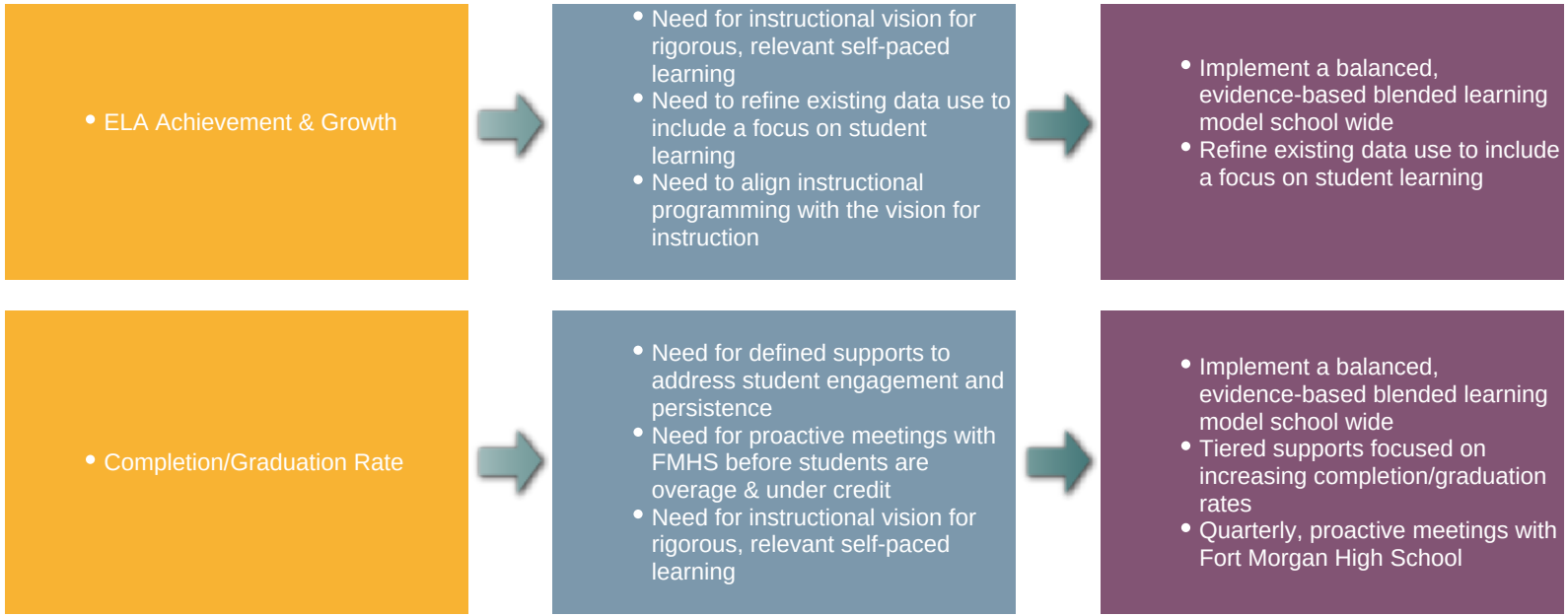
Executive Summary

School Information

School Name	Grades Served	Phone
Lincoln High School	NA - NA	9708672924
District Name	Website	State Identification
Fort Morgan Re-3	www.morgan.k12.co.us	AEC: Improvement Plan
Federal Identification		
Comprehensive Support and Improvement - Low Graduation Year 8		
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 students and families 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, access to 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.		

Relationship of UIP Elements





Student Performance Priorities

Student Performance Priority Summary

- 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 students and families 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.

There have been some demographic shifts over the past couple of years at Lincoln High School. There has been a significant increase in the number of 9th and 10th grade students, more than doubling than in previous years. There has also been an increase in the number of females (53% to 56%) and the number of LEP students (4% to 8% increase). On an average over the past 3 years, 24% of the students have had an IEP, up from 19%.

Lincoln High School received an AEC: Improvement rating on the 2026 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.

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 aligned 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 361.53 ; the 3 year mean SAT Composite Score is 390.67 - 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 337.37 and the 3 year SAT Composite Score is 340.1 - both below the state average for AECs. Math will continue to be prioritized during the 2026-2027 school year.

Mean SAT Composite Score

Grade 11	2024	2025	2026	3 Year Ave.
Reading & Writing	390	372	410	390.67
Benchmark		401.1 (A)413.2(M)		
Math	362.3	348	310	340.1
Benchmark		379.6(A)/387.6(M)		
Composite	752.3	720	725	732.43
# of students				30

Reading & Writing Score range: 200 to 800 Math Score range: 200 to 800

Mean PSAT Composite Score

Grade 10	2024	2025	2026	3 Year Ave.
Reading & Writing	362.6	366	356	361.53
Benchmark		369.4(A)/394.0(M)		
Math	356.1	332	324	337.37
Benchmark		355.8(A)/367.5(M)		
Composite	718.7	698	680	698.9
# of students				27

Reading & Writing Score range: 160 to 760 Math Score range: 160 to 760

Composite Range: 320 to 1520

Over the past three years, students at Lincoln High School have shown a consistent increase in Academic Achievement in Language Usage (2024 - 63%, 2025 - 65%, and 2026 - 68%) improving at least one or more grade level equivalent between NWEA testing periods; in Reading (2024 - 67%, 2025 - 69%, and 2026 - 71%) improving at least one or more grade level equivalent between NWEA testing periods. NWEA achievement was not as consistent in math in at least one or more grade level equivalent between NWEA testing periods (2024 - 64%, 2025 - 48%, and 2026 - 61%).

AEC ASSESSMENT	AEC_ASSESSMENT_CAT	2023 Actual		2024 Actual		2025 Actual		2026 Actual	
NWEA MAP Achievement	Language Usage	50%		63%		65%		68%	
NWEA MAP Achievement	Math	62%		64%		48%		61%	
NWEA MAP Achievement	Reading	53%		67%		69%		71%	
NWEA MAP Growth Target	Language Usage	44%		63%		70%		68%	
NWEA MAP Growth Target	Math	54%		64%		48%		65%	
NWEA MAP Growth Target	Reading	53%		41%		64%		79%	

Over the past three years, students at Lincoln High School have shown a consistent increase in Growth in Language Usage (2024 - 63%, 2025 - 70%, and 2026 - 68%) improving their targeted RIT score between NWEA testing periods. NWEA Growth has shown a consistent increase in Reading (2024 - 41%, 2025 - 64%, and 2026 - 79%). NWEA Math Growth has been inconsistent (2024 - 64%, 2025 - 48%, and 2026 - 65%).

Attendance Data

Grade	Attendance					
	2023 - 2024		2024-2025		2025 - 2026	
	# of Stud.	% Att.	# of Stud.	% Att.	# of Stud.	% Att.
9	9	70.07	8	80.65	20	74
10	22	75.61	15	78.63	13	79.85
11	13	80.65	20	76.21	12	70.67
12	12	73.01	12	72.48	16	73.18
	56	75.73	55	76.49	61	74.78

For the past three years, students' attendance at LHS has shown steady improvement (2024 - 75.73%, 2025 - 76.49%, and 2026 - 74.78%) with a three average of 75.67%, slightly below state expected average daily attendance rates for AECs in approaching.

Graduation, Dropout, & Truancy Data

Graduation, Dropout, Truancy, Returning Student & Credits Earned					
	# of Graduates	Dropout Rate	Truancy Rate	Returning Student	Credits Earned
2023-2024	6	20.6%	13.15%	37/37 = 100%	382/595 = 64%
2024-2025	7	21.1%	10.07%	34/35 = 97%	512.5/758.5 = 68%
2025-2026	11	7.2%	11.2%	35/37 = 95%	313/620 = 50%
3 Year Average	8	16.3%	12.21%	106/109 = 97%	1207.5/1973.5 = 61%

For the past three years, LHS has had a high dropout rate (2024 - 20.6%, 2025 - 21.1%, and 2026 - 7.2%) with a three year average of 16.3% - approaching the state average when compared to other AECs.

One of the challenges that LHS faces is our graduation/completion rate. This is the area for which LHS has received a "Federal Identification Requirement." Over the past three years, LHS has shown consistent improvement in its completion/graduation rate (2024 - 42.3%, 2025 - 45.1% 2026 - 47.7%) as compared to other AEC's in Colorado but is still below the national average. Three out of the four major improvement strategies identified this year will have a direct impact on improving our completion/graduation rate. MIS #1: Design and implement quarterly proactive meetings between Lincoln and Fort Morgan High School. This strategy will help identify a strong early identification system in an attempt to allow us to intervene early and begin addressing those factors that can become what feels like insurmountable challenges to our students and impact their motivation and desire to graduate. MIS #3: Implement a balanced, evidence-based blended learning model schoolwide. Many of the students we serve arrive behind in credits and disengaged. This major improvement strategy will provide students with a strong standards-aligned curricula and digital tools that can be complemented by non-technology based instruction. This blended, self-paced learning model will provide students with the flexibility of online learning while adding the instruction, feedback, and personal connection they need to succeed. MIS #4: Design and implement tiered supports focused on increasing graduation/completion rates. This MIS directly addresses the federal identification requirement where we will build an early warning system that will allow us to identify struggling students, match them with appropriate interventions, and monitor their progress - this will occur in academics, attendance, and behavior. Additionally, there will be a strong focus on connecting students' schoolwork to their college and career goals by having students create an individualized plan for graduation and post-secondary preparation.

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 SAT Mean Scale Score 351.1 Math PSAT Mean Scale Score 330.3

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 2-year (end of 2027-28) measure and target?

SAT Mean Scale Score 380 PSAT Mean Scale Score 350

What is the 1-year (end of 2026-27) measure and target?

SAT Mean Scale Score 366 PSAT Mean Scale Score 340

What is the current performance of this Student Performance Priority?

20th Median Growth Percentile on School Performance Framework

What is the 2-year (end of 2027-28) measure and target?

50th Median Growth Percentile in Math on School Performance Framework

What is the 1-year (end of 2026-27) measure and target?

40th Median Growth Percentile in Math on School Performance Framework

Interim Measure and Target

40% of students will score above the 41st percentile on NWEA single term achievement in Math
61% of students will score above the 41st percentile on NWEA single term achievement in Math

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

Interim Measure and Target

School-wide median growth percentile on NWEA Math will be 35th percentile
School-wide median growth percentile on NWEA Math will be 50th percentile

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

Student Performance Priority: ELA 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 is the current performance of this Student Performance Priority?

47th Median Growth Percentile on School Performance Framework

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 2-year (end of 2027-28) measure and target?

60th Median Growth Percentile in Math on School Performance Framework

What is the 1-year (end of 2026-27) measure and target?

55th Median Growth Percentile in Math on School Performance Framework

Interim Measure and Target

School-wide median growth percentile on NWEA Reading and Language Use will be 60th percentile
School-wide median growth percentile on NWEA Reading and Language Use will be 65th percentile

Measurement Dates

12 / 17 / 2026
05 / 15 / 2027

What is the current performance of this Student Performance Priority?

EBRW SAT Mean Scale Score 392.9 EBRW PSAT Mean Scale Score 357.3

What is the 2-year (end of 2027-28) measure and target?

EBRW SAT Mean Scale Score 415 EBRW PSAT Mean Scale Score 385

What is the 1-year (end of 2026-27) measure and target?

EBRW SAT Mean Scale Score 403 EBRW PSAT Mean Scale Score 365

Interim Measure and Target	Measurement Dates
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40% of students will score above the 41st percentile on NWEA single term achievement in Reading; 40% of students will score above the 41st percentile on NWEA single term achievement in Language Use	12 / 17 / 2026 05 / 15 / 2027
61% of students will score above the 41st percentile on NWEA single term achievement in Reading; 61% of students will score above the 41st percentile on NWEA single term achievement in Language Use	

Student Performance Priority: Completion/Graduation Rate

Student Performance Priority Category

Graduation/Completion 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")

All Grades Served

What is the current performance of this Student Performance Priority?

Graduation/Completion Rate is 47.7%

What is the 2-year (end of 2027-28) measure and target?

65% Graduation/Completion Rate

What is the 1-year (end of 2026-27) measure and target?

58% Graduation/Completion Rate

Interim Measure and Target	Measurement Dates
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80% of students will earn 80% of eligible credits for the semester	12 / 17 / 2026 05 / 15 / 2027
90% of students will earn 80% of eligible credits for the semester	

Improving Mathematics Outcomes Targets

What is the current performance of students below grade level or struggling in math?	Interim Measure and Target	On what date will the school measure this interim target?
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39/40 students performing below grade level on NWEA in math	Decrease percentage of students performing below grade level to 35/40	12 / 17 / 2026 05 / 15 / 2027
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What is the 2-year (end of 2027-28) measure and target?	Decrease percentage of students performing below grade level to 33/40	
--	---	--

Decrease the number of students performing below grade level in math to 27/40		
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What is the 1-year (end of 2026-27) measure and target?

Decrease the number of students performing below grade level in math to 33/40

Root Cause Analysis



Math Achievement & Growth



Need to align current instructional programming with the vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

The instructional vision should clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision, with a particular focus on ALEKs for math. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to refine existing data use to include a focus on student learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to consider the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. This will include data to effectively onboard students throughout the school year, identify skill gaps and provide immediate support, and progress monitor learning with frequency. We will use current processes focused on student work completion data to make the necessary shift to monitoring academic data with frequency. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for ongoing professional learning and follow-up support

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

After collaboratively defining what excellent instruction should look like school-wide at Lincoln, we need to provide ongoing, job-embedded training for staff aligned to the school's definition. Training should include skill-gap diagnosis and targeted instruction, and relevance-driven lesson design. We will provide follow up coaching from the instructional coach to ensure practices are consistently implemented school-wide. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



ELA Achievement & Growth



Need for instructional vision for rigorous, relevant self-paced learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to create a shared vision for instruction that drives how learning is supported and assessed. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. Currently, online coursework lacks clear ties to each student's ICAP. As a result, students spend instructional time on content they don't see as relevant to their own path. This represents a resource inequity and is likely contributing to Lincoln's ESSA identification for low graduation/completion rate. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to refine existing data use to include a focus on student learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to consider the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. This will include data to effectively onboard students throughout the school year, identify skill gaps and provide immediate support, and progress monitor learning with frequency. We will use current processes focused on student work completion data to make the necessary shift to monitoring academic data with frequency. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Data Analysis

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority

performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need to align instructional programming with the vision for instruction

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

The instructional vision should clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Completion/Graduation Rate



Need for defined supports to address student engagement and persistence

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to monitor student attendance, behavior, and academic performance and provide timely, increasingly intensive support to students who fall off track. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for proactive meetings with FMHS before students are overage & under credit

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to design and co-monitor an early warning system with Fort Morgan High School to help ensure students receive support that is proactive and tailored to their needs. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Intervention Systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.



Need for instructional vision for rigorous, relevant self-paced learning

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to create a shared vision for instruction that drives how learning is supported and assessed. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. Currently, online coursework lacks clear ties to each student's ICAP. As a result, students spend instructional time on content they don't see as relevant to their own path. This represents a resource inequity and is likely contributing to Lincoln's ESSA identification for low graduation/completion rate. This is a systemic approach to address a problem that is under our control.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Root Cause Selection: Because our school had a holistic review in the spring of 2026, we had a number of potential systems-level causes for our school's performance that were likely root causes. After identifying our student performance priorities, we engaged all teaching staff in a facilitated root cause analysis process that asked teachers to consider which root causes from the holistic review might be the causes of each priority performance challenge. Through this process, staff identified the root causes to be addressed during the 2026-2027 school year. Verification: Because the root causes selected by staff were uncovered through the holistic review process, we were able to verify the root causes by referring back to the holistic review final report.

Major Improvement Strategies



Quarterly, proactive meetings with Fort Morgan High School

Major Improvement Strategy Category

Targeted Student Academic Supports

Describe the Major Improvement Strategy and the vision for implementation.

We will create a collaborative, well-articulated process with Fort Morgan High School that allows for timely identification of students who are demonstrating a need for the levels of support provided at Lincoln. We will meet with Fort Morgan quarterly to discuss student progress so that we can intervene early and avoid significant credit loss.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for proactive meetings with FMHS before students are overage & under credit

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

What Works Clearinghouse recommends that schools monitor the progress of all students and intervene early when students show signs of attendance, behavior, or academic problems (Rumberger et al., 2017). A randomized controlled trial in 73 high schools found that a team-based early warning system, which identified at-risk students, assigned them to interventions, and monitored their progress, reduced chronic absence and course failure after just one year (Faria et al., 2017). An articulated transition model between the traditional high school and the AEC applies this same approach across both campuses, and well-supported transitions have been identified as a common practice of successful alternative programs

(Legislative Budget Board, 2016). This strategy is a strong contextual fit because it addresses a systemic need to articulate a shared approach with Fort Morgan High School to early identification and builds upon our current partnership with them.

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

EASI Grant



Refine existing data use to include a focus on student learning

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will identify the kinds of data needed for Lincoln to achieve its instructional vision and ensure students are making high levels of academic growth. In each curricular unit, we will identify mastery checkpoints and create or identify student assignments that will allow us to determine whether mastery has been achieved. We will examine student work samples for each mastery checkpoint and identify the gap between mastery of the standard(s) and current student performance. We will then identify instructional strategies to close the gap.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to refine existing data use to include a focus on student learning

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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 (Bambrick-Santoyo, 2010). Data-driven instruction involves changing a school's focus from “what was taught” to “what was learned” (Bambrick-Santoyo, 2010). This approach is supported by a randomized controlled trial in more than 500 schools, which found that a data-driven reform initiative produced statistically significant improvements in student math achievement (Carlson et al., 2011). A review of research on teacher collaboration found that student learning improved when teachers focused their work together on what students were actually learning (Vescio et al., 2008). This strategy is a strong contextual fit at Lincoln because we are able to build upon strong practices focused on work completion to now include regular analysis of student work. This will help ensure that progress reflects real mastery and meaningful growth rather than simply time spent in a course.

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

EASI Grant



Implement a balanced, evidence-based blended learning model school wide

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will create a shared vision for blended learning. This will allow teachers to have a common foundation for their work, coaches to have clear expectations to support, and school leaders to have a basis for monitoring instructional practices. The instructional vision will clarify how and when technology is used to support learning and the relationship of technology to other modes of instruction, including direct instruction and small group instruction. Once the vision for instruction is identified, determine whether current instructional programming aligns with the vision, with a particular focus on ALEKS for math.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need to align current instructional programming with the vision for instruction
- Need for ongoing professional learning and follow-up support
- Need for instructional vision for rigorous, relevant self-paced learning
- Need for defined supports to address student engagement and persistence

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

In a randomized controlled trial with more than 1,200 at-risk high school students, those who took an online credit recovery course earned lower grades, scored lower on tests, and recovered credit less often than students who took the same course with a teacher (Heppen et al., 2017). The online students also found the course harder and the grading expectations less clear (Heppen et al., 2017). Blended learning offers a stronger alternative, as a meta-analysis of 45 studies found that combining online and face-to-face instruction significantly improved student outcomes, while purely online learning did not (Means et al., 2013). The researchers noted that successful blended programs often included more learning time and more interaction among students (Means et al., 2013). This is a strong contextual fit for Lincoln because we serve students who often arrive behind and disengaged. We have strong standards-aligned curricula and digital tools that can be complemented by non-technology based instruction. A blended model keeps the flexibility of online learning while adding the instruction, feedback, and connection they need to succeed.

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

EASI Grant



Tiered supports focused on increasing completion/graduation rates

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will establish well-articulated processes to identify students showing signs of distress related to graduation/completion and systematize our response. This will include creating Individualized Graduation Plans (of which ICAP is a part). On the proactive side, we will increase targeted industry visits, college tours, and local workforce center workshops, implement monthly celebrations, include micro-goals in Individualized Graduation Plans, and use Advisory for Graduation Case Management. On the responsive side, we will use identified early warning cut-points to match student performance and needs with Tier 2 & 3 supports focused on accelerating progress toward graduation. We will evaluate the effectiveness of our layered supports and make adjustments based on data.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for defined supports to address student engagement and persistence

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The What Works Clearinghouse recommends that schools monitor student attendance, behavior, and academic performance and provide increasingly intensive support to students who fall off track (Rumberger et al., 2017). Providing students who face significant barriers to graduation with an individualized plan and a dedicated adult who coordinates their support is backed by moderate evidence (ESSA Tier 2) (Rumberger et al., 2017). In a randomized controlled trial, high schools that used a team-based early warning system to identify struggling students, match them with interventions, and monitor their progress reduced chronic absence and course failure within one year (Faria et al., 2017). Research in alternative schools shows that students earn more credits when they attend regularly and stay connected to support services (Lohmeier, 2022). Connecting schoolwork to students' college and career goals is also supported by strong evidence (ESSA Tier 1) for keeping students in school (Rumberger et al., 2017). This is a strong contextual fit for Lincoln because of our need to improve our graduation/completion rate. We are also small enough to be able to coordinate individualized plans for graduation and provide tailored case management. Finally, we have a Student Success Coordinator whose focus in career connected learning.

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

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 Awareness - ESSA School Improvement : 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	☒ I agree
Stakeholder Progress Monitoring : 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
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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

Files & Trackers

- Lincoln High School 2026-2027 Improvement Plan.doc

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

District Information

	Grades Served	Phone
	NA - NA	9708675633
District Name	Website	State Identification
Fort Morgan Re-3	http://www.fortmorgank12.com	Accredited with Improvement Plan
Federal Identification		
Description		
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.		

District Contact Information

Name: Rena Frasco
Title: Assistant Superintendent
Phone: 970-370-6113
Email: rena.frasco@fortmorgank12.com

Name: Rob Sanders
Title: Superintendent
Phone: 970-867-5633
Email: rob.sanders@fortmorgank12.com

Relationship of UIP Elements



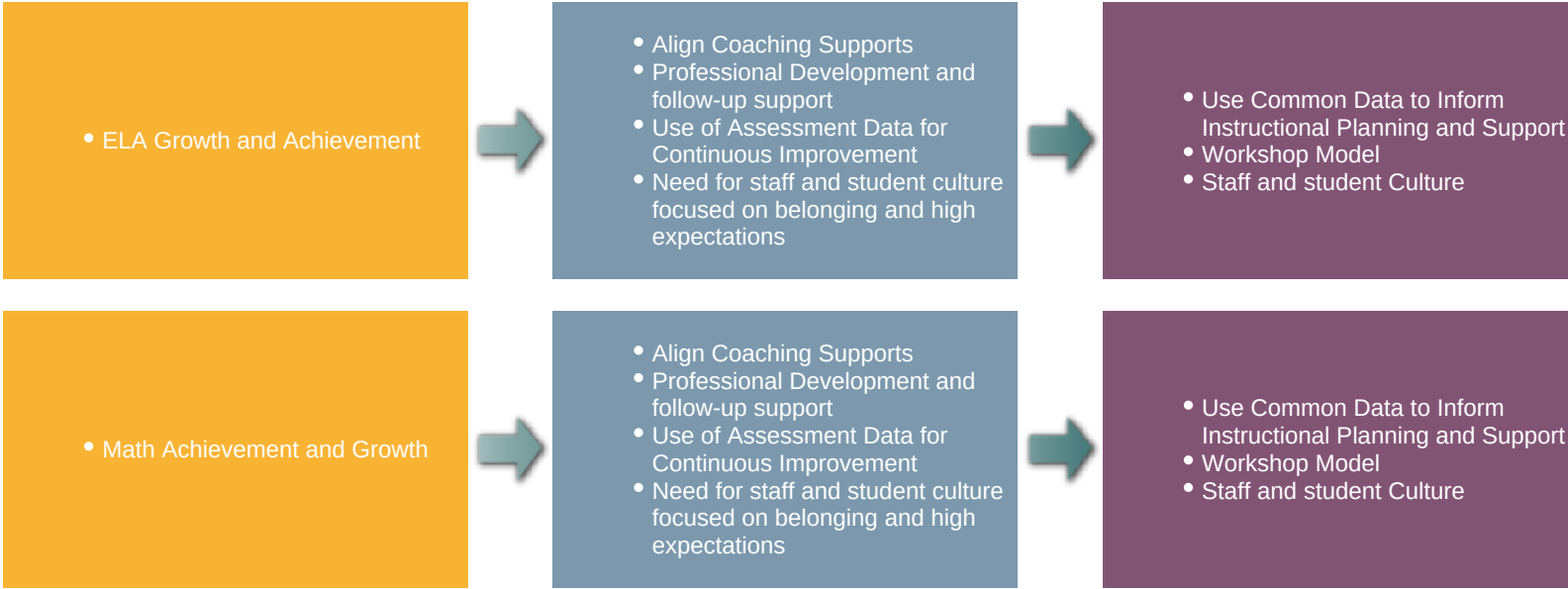
**Student Performance
Priorities**



Root Cause



**Major Improvement
Strategies**



Student Performance Priorities

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.)

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?

The current performance of this priority is that students are at the 41st percentage for achievement in NWEA fall of 2026.

What is the 2-year (end of 2027-28) measure and target?

By the end of 2027, students will be performing at the 51st percentile in achievement.

What is the 1-year (end of 2026-27) measure and target?

By the end of 2026, students will be performing at the 46th percentile in achievement.

Interim Measure and Target

By winter of 2026-2027, students will be in the 61st percentile for growth on reading NWEA.
By spring of 2026-2027, students will be in the 65th percentile for growth on reading NWEA.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

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 is the current performance of this Student Performance Priority?

The current performance of this priority is that students are at the 42nd percentage for achievement in NWEA fall of 2026.

What is the 2-year (end of 2027-28) measure and target?

By the end of the 2027-2028 school year, students will be at the 55th percentile for achievement in NWEA.

What is the 1-year (end of 2026-27) measure and target?

By the end of the 2026-2027 school year, students will be at the 50th percentile for achievement in NWEA.

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

By winter of 2026-2027, students will be in the 55th percentile for growth on math NWEA.
By spring of 2027, students will be in the 60th percentile for growth on math NWEA.

Measurement Dates

12 / 20 / 2026
05 / 20 / 2027

Root Cause Analysis



ELA Growth and Achievement



Align Coaching Supports

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Infrastructure (data, systems, identification)

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 Rtl plans through our COMTSS EASI Grant.



Need for staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.



Math Achievement and Growth



Align Coaching Supports

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Infrastructure (data, systems, identification)

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Root Cause Category

Teacher Development

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

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

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation 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 Rtl plans through our COMTSS EASI Grant.



Need for staff and student culture focused on belonging and high expectations

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We need to intentionally build our student and staff cultures to ensure we are supporting students and staff in meeting high expectations and creating a sense of school connectedness.

Root Cause Category

Student engagement systems

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

Major Improvement Strategies



Use Common Data to Inform Instructional Planning and Support

Major Improvement Strategy Category

Data Analysis & Reflection Practices

Describe the Major Improvement Strategy and the vision for implementation.

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.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support
- Use of Assessment Data for Continuous Improvement
- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Infuse Language Development Across All Classrooms

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

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

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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



Workshop Model

Major Improvement Strategy Category

Research-based Instructional Practices

Describe the Major Improvement Strategy and the vision for implementation.

We will provide ongoing support and training for staff in implementing the Workshop Model and Thinking Strategies in all classrooms. This will include differentiated training, coaching, and systems development targeting teacher development in this area.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Align Coaching Supports
- Professional Development and follow-up support
- Use of Assessment Data for Continuous Improvement

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

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.

Title I; Title II; General Fund/Local Funds



Staff and student Culture

Major Improvement Strategy Category

School or District Climate and Culture

Describe the Major Improvement Strategy and the vision for implementation.

We will use data to monitor student and staff perceptions related to school connectedness, belonging, and high expectations for all. Based on data, we will provide layered supports to ensure all staff and students perceive that they have a sense of connectedness and belonging and that high expectations are in place and supported at the district level.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Need for staff and student culture focused on belonging and high expectations

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Improving school culture leads to better results for both students and staff, as schools that strengthened leadership, expectations, relationships, and safety saw higher student achievement and lower teacher turnover (Kraft et al., 2016). Students who feel connected to their school also have better social and emotional outcomes, including lower rates of mental health problems, violence, and substance use that last into adulthood (Steiner et al., 2019). For staff, a schoolwide approach to improving culture has been shown to strengthen teacher connection and create a healthier work environment (Bradshaw et al., 2009). This is especially important in rural schools, where a positive relational climate is one of the strongest predictors of whether teachers stay (Williams et al., 2021).

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

Title I; Title II; Title III; Title IV; General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	☒ I agree
Stakeholder Input on Plan Development : 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 : 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	☒ I agree
Data Analysis - READ Act : Data Analysis - READ Act: K-3 reading 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	☒ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math 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	☒ I agree
District Board Approval : Local Board Adoption: The local board reviewed and adopted the plan.	District	☒ I agree

Files & Trackers

- Final_~V2 Fort Morgan Re-3 UIP 2026-27.pdf
- Final_~V1 Fort Morgan Re-3 UIP 2026-27.pdf
- Fort Morgan UIP Action Steps .pdf

MORGAN COUNTY SCHOOL DISTRICT RE-3

ITEMS FOR BOARD MEETINGS

BOARD ACTION ITEM #:

(FOR DISTRICT OFFICE USE ONLY)

TOPIC: Ag Industry Tour overnight trip

ACTION REQUESTED:

Two day trip approval for the FFA Ag Industry Tours on November 6-7, 2026.

HOW DOES THIS SUPPORT DISTRICT MISSION/VALUES/GOALS & OBJECTIVES:

The educational and leadership workshops provide the basic skills needed for continued learning throughout life. An understanding and awareness of individual strengths and weaknesses. Unique talents, a sense of worth of well-being, and positive attitudes. A sense of understanding, respect and responsibility toward others as individuals and as members of the community. Moral ethical values. Skills concerned with punctuality, regular attendance, completing tasks, meeting deadlines, fulfilling obligations, accepting consequences for one's actions and other skills needed to succeed in school, the work place, interpersonal relationships and the social world.

JUSTIFICATION/RAMIFICATIONS:

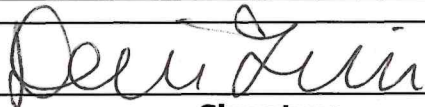
Students will develop their leadership skills, interpersonal skills and explore potential career opportunities.

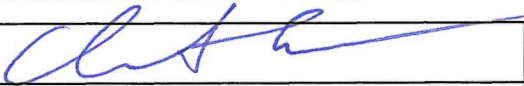
FINANCIAL CONSIDERATIONS/SOURCE OF FUNDS:

The FFA Chapter will pay for the vehicle transportation, activities, and lodging. The student is responsible for paying for their meals, and souvenirs.

LEGAL CONSIDERATION:

Students have filled out a medical and waiver form.

Prepared by:		Date:	10/6/26
	Signature		

Administrator:		Date:	10/7/26
	Signature		

SUPERINTENDENT'S RECOMMENDATIONS AND COMMENTS:

Superintendent's Signature:		Date:	
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October NEWSLETTER

What we're learning

Creative Curriculum Tree Study

Sherman Early Childhood Center families we are so excited to share the opportunities that October brings for us to explore, discover, and learn together.

As you are out and about, help your child notice trees in your neighborhood. What colors do they see? Are the leaves changing or falling? Enjoy discovering the signs of Fall together!

Reminders

- Cooler Weather has begun: Please send a jacket with your child everyday.
- Healthy Classrooms Please continue to follow our illness guidelines and keep your child home when they are not feeling well.
- PTO: We need your help to start our Parent Teacher Organization. The PTO is a group of parents and staff who work together to support our students and school.

Upcoming dates

October 19th – Parent Teacher Conferences

October 30th – Happy Halloween

Contact me Sherman Early Childhood Center 970-867-2998



October 2026 newsletter

Upcoming Events:

- Oct. 9 – 1st quarter ends
- Oct. 13 – 4th grade field trip to Denver Museum
- Oct. 14 – 4th & 5th grade CSU Mobile Science Experience @Pioneer
- Oct. 19 – Parent Teacher Conferences
- Oct. 28 – Picture retakes
- Oct. 30 – Halloween Parade outside @ 2:20 (in case of bad weather Parade will move to the gym)
Classroom parties @ 2:30 are for students only – parent volunteers will be requested by teachers.

**Literacy Family
Night - Oct. 7
6 - 7 p.m.**

Families are invited to join their students on Thursday, Oct. 15 for lunch. Menu is Mandarin Orange Chicken. Please call the office and place your order no later than Wednesday, Oct. 14.

PLEASE NOTE

Adult lunch is now \$5.25

Big Kahuna Fundraiser Kickoff – Oct. 14
Parent fundraiser kickoff – Oct. 14 from 6- 7 p.m.
Spanish & Somali translators will be present
Fundraiser forms & money due – Oct. 27
Thanks for supporting our students and school!!

Nickell's news

Dear Pioneer Families,

Welcome to October! Fall is officially here, and we have an exciting month ahead. Fundraiser, Parent-Teacher Conferences, and Halloween...oh my!

While we were disappointed that our National Guard helicopter visit had to be canceled, there is good news! The National Guard has assured us they will help plan a bigger and better event to make it up to our students later this school year.

Our annual fundraiser kicks off on Wednesday, October 14th! Want to learn more about how the fundraiser works and how it supports our school? Join us for a Parent Info Session on October 14th from 6:00 PM – 7:00 PM.

- Childcare: Available on-site
- Translation: Spanish and Somali interpreters will be present

Conferences will take place on Monday, October 19th from 9 am - 6 pm. Connecting with your child's teacher is a key part of their success. If you need assistance signing up for a conference time, please call the main office and we will gladly help you.

Classroom Halloween parties will be held on Friday, October 30th. Look for more specific details from your child's classroom teacher in the coming weeks. Please review the sidebar/box for our schoolwide Halloween and costume expectations!

Thank you for your continued support and partnership.

Warmly,

Mrs. Nickell

P.S. What do ghosts serve for dessert? I-scream!

Counselor's corner

As we settle into October, our character focus turns to **Responsibility**, defined as "taking action and understanding the impact of our choices." Responsibility is about owning our behaviors and recognizing that the choices we make each day directly shape our success at school and at home.

The Power Choice: Connecting Responsibility & Sleep

One of the most powerful responsible choices a student can make each day is prioritizing rest. Sleep directly feeds our brain's **executive function skills**—the mental tools we use for focus, memory, emotional control, and decision-making. When students choose healthy sleep habits, they set their brains up to listen better, solve problems easier, and navigate challenges calmly throughout the school day.

3 Tips for Healthy Sleep Hygiene

Help your student practice responsible sleep habits with these three simple strategies:

1. **Power Down Screens Early:** Turn off TVs, phones, and tablets at least 60 minutes before bedtime. The light from screens tricks the brain into thinking it's still daytime, making it harder to fall asleep.
2. **Stick to a Wind-Down Routine:** Create a consistent 15-to-20-minute bedtime sequence (like taking a warm bath, brushing teeth, and reading a story) to signal to the body that it's time to rest.
3. **Keep the Environment Cool & Dark:** A quiet, dim, and comfortably cool bedroom promotes deeper, uninterrupted sleep so students wake up refreshed.



Boletín de octubre 2026

**Noche Familiar
de Lectura- 7 de
oct. 6 – 7 p.m.**

Próximos eventos:

9 de oct – Finaliza el primer cuarto
13 de oct – Excursión de 4º curso al Museo de Denver
14 de oct – 4º y 5º curso CSU Mobile Science Experience en Pioneer
19 de oct – Reuniones de padres y profesores
28 de oct – Repeticiones de la foto
30 de oct – Desfile de Halloween al aire libre @ 2:20
(por si hace mal tiempo el Parade se trasladará al gimnasio)
Fiestas en el aula @ 2:30 (solo alumnos – padres voluntarios serán solicitado por los maestros.)

Las familias están invitadas a unirse a sus alumnos el jueves 15 de octubre para comer. El menú es pollo a la naranja mandarina. Por favor, llame a la oficina y realice su pedido a más tardar el miércoles 15 de octubre.

FAVOR DE NOTAR

El almuerzo de adultos es ahora \$5.25.

Inicio del evento benéfico Big Kahuna-14 de oct
Inicio del evento benéfico para padres-14 de oct de
6-7 p.m – interpretes en español y somali
Entrega de formularios de recaudación de fondos y
dinero – 27 de octubre
¡Gracias por apoyar a nuestros estudiantes y a la
escuela!

Noticias de Nickell

Queridas familias pioneras,

¡Bienvenidos a octubre! El otoño ya está oficialmente aquí y nos espera un mes emocionante. Recaudación de fondos, reuniones de padres y profesores y Halloween... ¡Madre mía!

Aunque nos decepcionó que nuestra visita en helicóptero de la Guardia Nacional tuviera que ser cancelada, ¡hay buenas noticias! La Guardia Nacional nos ha asegurado que nos ayudará a organizar un evento más grande y mejor para compensar a nuestros estudiantes más adelante este curso escolar.

¡Nuestra recaudación anual comienza el miércoles 14 de octubre! ¿Quieres saber más sobre cómo funciona la recaudación y cómo apoya a nuestro colegio? Únete a nosotros en una Sesión de Información para Padres el 14 de octubre de 18:00 a 19:00.

1. Cuidado infantil: disponible en el lugar
2. Traducción: Estarán presentes intérpretes en español y somalí

Las conferencias tendrán lugar el lunes 19 de octubre de 9:00 a 18:00. Conectar con el profesor de su hijo es una parte clave de su éxito. Si necesita ayuda para inscribirse en una cita, por favor llame a la oficina principal y estaremos encantados de ayudarlo.

Las fiestas de Halloween en el aula se celebrarán el viernes 30 de octubre. Estate atento a detalles más específicos de la profesora de tu hijo en las próximas semanas. Por favor, revisa la barra lateral/recuadro para nuestras expectativas de Halloween y disfraces para toda la escuela.

Gracias por vuestro apoyo y colaboración continuos.

Con cariño,

Señora Nickell

P.D. ¿Qué sirven los fantasmas de postre? ¡I-grito!

Rincón del consejero

Al asentarnos en octubre, nuestro enfoque de carácter se centra en la **Responsabilidad**, definida como "actuar y comprender el impacto de nuestras decisiones". La Responsabilidad consiste en asumir nuestros comportamientos y reconocer que las decisiones que tomamos cada día moldean directamente nuestro éxito en la escuela y en casa.

La elección del poder: Conectando responsabilidad y sueño

Una de las decisiones responsables más poderosas que un estudiante puede tomar cada día es priorizar el descanso. El sueño alimenta directamente las **habilidades de función ejecutiva de nuestro cerebro**: las herramientas mentales que utilizamos para la concentración, la memoria, el control emocional y la toma de decisiones. Cuando los estudiantes eligen hábitos de sueño saludables, preparan su cerebro para escuchar mejor, resolver problemas con más facilidad y afrontar los desafíos con calma durante la jornada escolar.

3 consejos para una higiene del sueño saludable

Ayuda a tu hijo a practicar hábitos de sueño responsables con estas tres estrategias sencillas:

1. **Apaga las pantallas temprano:** Apaga televisores, teléfonos y tabletas al menos 60 minutos antes de acostarse. La luz de las pantallas engaña al cerebro haciéndole creer que sigue siendo de día, dificultando el sueño.
2. **Sigue una rutina para relajarte:** crea una secuencia constante de 15 a 20 minutos antes de dormir (como darte un baño caliente, cepillarte los dientes y leer un cuento) para señalar al cuerpo que es hora de descansar.
3. **Mantén el ambiente fresco y oscuro:** Un dormitorio tranquilo, tenue y cómodamente fresco fomenta un sueño más profundo e ininterrumpido para que los estudiantes se despierten renovados.

COLUMBINE

October Newsletter



UPCOMING EVENTS

Oct. 7 – Big Kahuna Fundraiser Delivery

Oct. 7 – Big Kahuna Limo Ride Reward

Oct. 8 – Fire Truck Assembly

Oct. 14 – PTO Meeting at 3:45 in Library

Oct. 26 – Parent Teacher Conferences

Oct. 30 – Halloween Parade at 2:20 and Parties to follow



P.T.O. UPDATE

A big thank you to our PTO and all of the families who support our school! A special thank you to everyone who helped make our Big Kahuna fundraiser a success. The money raised will provide our students with many great opportunities and resources throughout the school year. We appreciate all of your hard work and support!

CONTACT INFO

Website:

www.columbine.fortmorgank12.com

Phone: (970)867-7418

Email:

shelly.carlson@fortmorgank12.com

NOTES FROM PRINCIPAL

It's hard to believe we are already into October! The school year is off to a great start, and it has been wonderful to see our students settling in, making friends, and working hard in their classrooms.

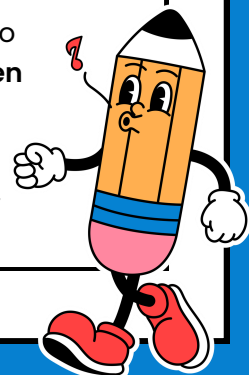
Thank you to everyone who joined us for our Fall Festival. It was such a fun evening, and I enjoyed seeing so many families there! Events like this are a great opportunity for us to spend time together and enjoy watching our students have fun.

We have a busy October ahead, including parent-teacher conferences and several fun activities for our students. Conferences are a great time to meet with your child's teacher, celebrate their progress, and hear about all the great things happening in the classroom. Thank you for your continued support and for all you do at home to help your child have a successful school year.

ANNOUNCEMENTS & REMINDERS

Beginning at **7:15 a.m.**, students who would like breakfast may enter the building.

Students who do not want breakfast may go directly to the playground, with **Kindergarten and 1st grade using the small playground** and **2nd–5th grade using the big playground**. The **first bell rings at 7:30 a.m.**, and the **tardy bell rings at 7:45 a.m.**



AGUILEÑA

Boletín informativo de octubre



PRÓXIMOS EVENTOS

7 de octubre – Entrega de la recaudación de fondos de Big Kahuna

7 de octubre – Recompensa por paseo en limusina con Big Kahuna

8 de octubre – Ensamblaje de camiones de bomberos

14 de octubre – Reunión de la asociación de padres y maestros a las 3:45 en la biblioteca

26 de octubre – Reuniones de padres y maestros

30 de octubre – Desfile de Halloween a las 14:20 y fiestas a continuación.



ACTUALIZACIÓN DE LA OFICINA DE TERAPIA DEL PUEBLO

¡Muchísimas gracias a la asociación de padres y maestros y a todas las familias que apoyan nuestra escuela! Un agradecimiento especial a todos los que contribuyeron al éxito de nuestra recaudación de fondos "Big Kahuna". El dinero recaudado brindará a nuestros estudiantes muchas oportunidades y recursos valiosos durante todo el año escolar. ¡Agradecemos enormemente su dedicación y apoyo!

INFORMACIÓN DE

Sitio web:
www.columbine.fortmorgank12.com

Teléfono: (970)867-7418

Correo electrónico:
shelly.carlson@fortmorgank12.com

NOTAS DEL DIRECTOR

¡Cuesta creer que ya estemos en octubre! El año escolar ha empezado de maravilla, y ha sido fantástico ver a nuestros alumnos adaptándose, haciendo amigos y trabajando duro en sus aulas. Gracias a todos los que nos acompañaron en nuestro Festival de Otoño. Fue una velada muy divertida, ¡y me encantó ver a tantas familias allí! Eventos como este son una gran oportunidad para pasar tiempo juntos y disfrutar viendo a nuestros estudiantes divertirse.

Nos espera un octubre muy ajetreado, con reuniones de padres y maestros y diversas actividades divertidas para nuestros alumnos. Estas reuniones son una excelente oportunidad para reunirse con el maestro de su hijo, celebrar sus progresos y enterarse de todo lo bueno que sucede en el aula.

Gracias por su continuo apoyo y por todo lo que hacen en casa para ayudar a su hijo a tener un año escolar exitoso.

ANUNCIOS Y RECORDATORIOS

A partir de las 7:15 a. m., los estudiantes que deseen desayunar pueden entrar al edificio. Quienes no deseen desayunar pueden ir directamente al patio de recreo. Los alumnos de kínder y primer grado usarán el patio pequeño, y los de segundo a quinto grado, el patio grande. La primera campana suena a las 7:30 a. m., y la campana de tardanza suena a las 7:45 a. m.

