

Executive Summary

School Information

School Name

Grades Served

Phone

NA

District Name

Website

Description

The Adams 12 Five Star District is located north of Denver and is comprised by all or parts of the following communities: Broomfield, Federal Heights, Northglenn, Thornton, and Westminster. Based on 2024-25 October count data, the District serves 33,566 students (PK-12) with the following demographics: 7.4% Asian, 1.6% Black, 45.8% Hispanic, 0.4% Native American, 5.3% Two or More Races, and 39.4% White. The number of Multilingual Learners (MLs) has increased slightly since last year to 21.2%. The number of students receiving free/reduced lunch has increased over the last few years to 49.9%. In general, schools in the southern portion of the district are comprised of greater percentages of MLs and students receiving free/reduced lunch, and schools in the northern portion of the district are comprised of fewer at-risk students.

Theory of Action:

In our commitment to educational equity, where every student receives what they need to develop to their full potential by reducing the historical predictability of who succeeds and

who fails, we are implementing the following theory of action. THEORY OF ACTION WHEN educators commit to knowing each student by name (including how to pronounce it correctly), strength (what they are passionate about/excel at in and outside of school), and need (what challenges/worries students in and outside of school), WHEN educators understand and actively address the barriers to learning faced by historically marginalized students, including but not limited to racism, poverty, language difference, and abilities, WHEN educators know grade level/course focus standards aligned to our district Guaranteed and Viable Curriculum and how students demonstrate mastery of those standards, WHEN educators are committed to utilizing instructional methods and practices that elicit evidence of student learning and promote student ownership of learning, and WHEN educators collaboratively and individually plan lessons and learning experiences that combine their knowledge of each student, grade level/course standards and effective instructional methods THEN students will regularly engage in learning partnerships that are not only relevant, meaningful, and empowering but also culturally affirming, inclusive, and equitable, AND data will show improvement in student growth, achievement, and postsecondary workforce readiness (PWR).

School Contact Information

Name: David Bahna
Title: Executive Director of Assessment & Analytics
Phone: 720-972-4141
Email: david.bahna@adams12.org

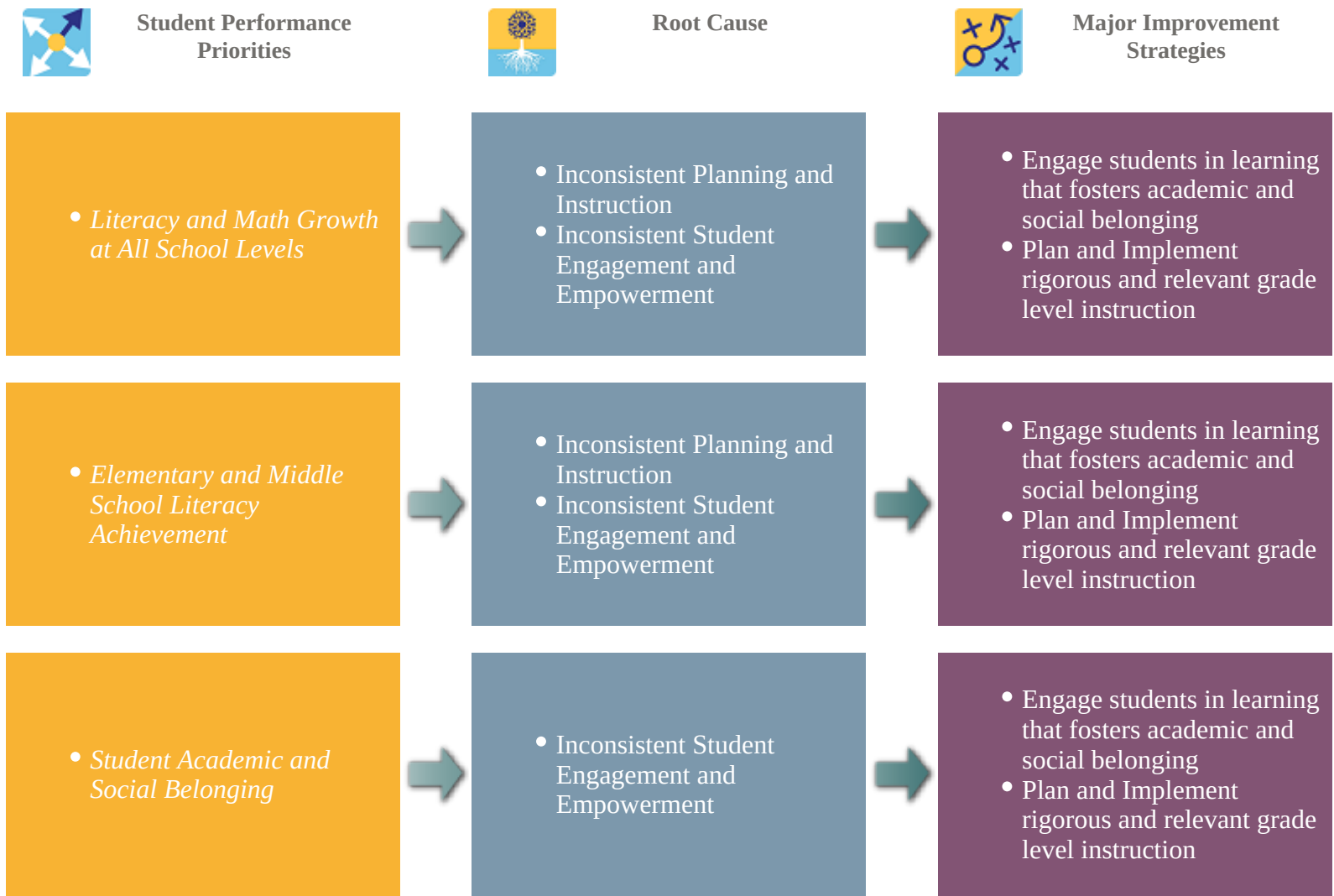
Name: Megan Cain

Title: Chief Academic Officer

Phone: 720-972-6131

Email: megan.cain@adams12.org

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- Based on CMAS data (which is similar to our internal NWEA MAP data), students are not achieving or growing at the rate they were in the Spring of 2022. In the Spring of 2025, the growth in both content areas at all school levels have fallen below the State expectation of the 50th percentile. The following tables provide aggregate and disaggregated growth (median growth percentile) and achievement (mean scale score) data to support these student performance priorities.

Literacy Median Growth Percentile (MGP)							
Level	Group	2022	2023	2024	2025	Change 2022 to 2025	
ES	All Students	53.0	49.0	46.0	49.0	-4.0	
	Female	54.0	52.0	47.0	54.0	0.0	
	Male	52.0	47.0	46.0	46.0	-6.0	
	Asian	63.0	56.0	52.0	53.0	-10.0	
	Black	51.0	40.5	35.0	57.0	6.0	
	Hispanic	47.0	46.0	42.0	48.0	1.0	
	Native American	N/A	N/A	N/A	N/A	N/A	
	Two or More	64.5	54.0	50.0	54.5	-10.0	
	White	54.0	52.0	49.0	49.0	-5.0	
	FRL	46.0	45.0	42.0	47.5	1.5	
	GT	63.0	60.0	53.0	54.0	-9.0	
	IEP	37.0	40.5	37.0	40.0	3.0	
	ML	50.0	48.0	45.0	48.0	-2.0	
MS	All Students	47.0	47.0	49.0	47.0	0.0	
	Female	52.0	49.0	52.0	50.0	-2.0	
	Male	42.0	43.0	45.0	45.0	3.0	
	Asian	59.0	56.0	59.0	51.0	-8.0	
	Black	49.0	54.0	46.0	46.0	-3.0	
	Hispanic	44.0	42.0	45.0	44.0	0.0	
	Native American	N/A	N/A	N/A	N/A	N/A	
	Two or More	45.0	51.0	54.0	45.0	0.0	
	White	46.0	49.0	50.0	51.0	5.0	
	FRL	43.0	42.0	45.0	45.0	2.0	
	GT	56.0	57.0	55.0	52.0	-4.0	
	IEP	30.0	33.0	42.0	40.0	10.0	
	ML	44.0	42.0	47.0	46.0	2.0	
HS	All Students	50.0	48.0	48.0	47.0	-3.0	
	Female	50.0	45.0	43.0	45.0	-5.0	
	Male	51.0	51.0	53.0	49.0	-2.0	
	Asian	58.0	50.0	52.5	55.0	-3.0	
	Black	50.0	40.0	50.0	46.0	-4.0	
	Hispanic	44.0	45.0	40.0	41.0	-3.0	
	Native American	56.0	N/A	N/A	N/A	N/A	
	Two or More	52.0	48.0	52.0	45.0	-7.0	
	White	54.0	52.0	52.0	51.0	-3.0	
	FRL	44.0	42.0	40.0	40.0	-4.0	
	GT	61.0	57.0	58.0	57.0	-4.0	
	IEP	38.0	41.0	34.0	38.5	0.5	

Math Median Growth Percentile (MGP)

Level	Group	2022	2023	2024	2025	Change 2022 to 2025
ES	All Students	57.0	53.5	52.0	49.0	-8.0
	Female	58.0	53.0	50.0	50.0	-8.0
	Male	56.0	54.0	53.0	49.0	-7.0
	Asian	68.5	66.0	58.0	52.0	-16.5
	Black	N/A	46.0	40.0	48.0	N/A
	Hispanic	52.0	48.0	48.0	47.0	-5.0
	Native American	N/A	N/A	N/A	N/A	N/A
	Two or More	59.0	56.5	58.5	55.0	-4.0
	White	60.0	57.0	54.0	51.0	-9.0
	FRL	51.0	46.0	48.0	45.0	-6.0
	GT	59.0	65.0	61.0	58.0	-1.0
	IEP	40.5	37.0	41.0	41.5	1.0
	ML	54.0	50.0	54.0	48.0	-6.0
MS	All Students	50.0	50.0	48.0	48.0	-2.0
	Female	48.0	51.0	49.0	49.0	1.0
	Male	52.0	50.0	46.0	48.0	-4.0
	Asian	62.0	60.0	56.0	54.0	-8.0
	Black	N/A	57.5	43.0	47.5	N/A
	Hispanic	46.0	45.0	43.0	43.0	-3.0
	Native American	N/A	N/A	N/A	N/A	N/A
	Two or More	59.0	55.5	49.0	49.0	-10.0
	White	51.0	53.0	52.0	52.0	1.0
	FRL	45.0	45.0	42.0	42.0	-3.0
	GT	59.0	58.0	60.0	59.0	0.0
	IEP	42.0	38.0	43.0	37.0	-5.0
	ML	45.0	45.0	42.0	40.0	-5.0
HS	All Students	52.0	51.0	52.0	49.0	-3.0
	Female	49.0	49.0	52.0	49.0	0.0
	Male	53.0	53.0	52.0	51.0	-2.0
	Asian	58.0	55.0	62.0	54.0	-4.0
	Black	55.5	44.5	46.0	53.0	-2.5
	Hispanic	44.0	45.0	46.0	44.0	0.0
	Native American	57.5	54.0	61.0	39.0	-18.5
	Two or More	57.5	54.0	52.5	49.5	-8.0
	White	55.0	55.0	57.0	54.0	-1.0
	FRL	42.0	44.0	45.0	44.0	2.0
	GT	61.0	61.0	60.0	58.0	-3.0
	IEP	35.0	38.0	30.0	34.0	-1.0

	ML	37.0	41.0	37.0	41.0	4.0
--	----	------	------	------	------	-----

CMAS ELA Mean Scale Score (MSS)					
Level	Group	2023	2024	2025	Change 2023 to 2025
ES	All Students	740.8	740.4	740.7	-0.1
	Female	745.8	743.4	744.3	-1.5
	Male	737.9	737.5	737.3	-0.6
	Asian	749.5	749.3	747.4	-2.1
	Black	728.4	726.1	731.1	2.7
	Hispanic	727.7	725.7	726.6	-1.1
	Native American	737.5	734.3	744.7	7.2
	Two or More	755.3	752.7	756.8	1.5
	White	752.8	752.7	752.5	-0.3
	FRL	721.9	722.8	723.0	1.1
	GT	780.7	779.7	779.7	-1.0
	IEP	700.9	702.1	703.4	2.5
	ML	705.5	703.7	701.6	-3.9
MS	All Students	738.3	739.9	739.2	0.9
	Female	746.0	745.6	744.5	-1.5
	Male	734.0	734.6	734.3	0.3
	Asian	763.2	755.9	748.9	-14.3
	Black	732.1	724.7	726.8	-5.3
	Hispanic	724.9	725.0	724.5	-0.4
	Native American	731.8	738.5	721.6	-10.2
	Two or More	751.1	754.2	751.0	-0.1
	White	749.9	751.6	752.7	2.8
	FRL	720.2	721.9	720.8	0.6
	GT	775.2	776.3	775.1	-0.1
	IEP	700.0	700.7	700.8	0.8
	ML	697.1	698.3	696.0	-1.1

The following table provides data about the percentage of students scoring above and below the significant reading deficiency (SRD) cut point based on Spring READ Act assessments. While the percentage of students scoring below the SRD cut point has increased slightly at two grade levels since the spring of 2022, the increase does not rise to the level of the previously outlined student performance priorities, though many of the strategies that will be implemented as part of this UIP will likely have an impact on the achievement of K-3 readers.

Spring Percent of Students Below and Above SRD Cut Spring Score								
Grade	Spring 2022		Spring 2023		Spring 2024		Spring 2025	
	Below	Above	Below	Above	Below	Above	Below	Above
K	16.6	83.4	15.2	84.8	17.8	82.2	18.3	81.7
1	24.9	75.1	27.2	72.8	21.4	78.6	20.7	79.3
2	25.2	74.8	26.6	73.4	28.1	71.9	24.4	75.6
3	26.9	73.1	28.0	72.0	30.5	69.5	29.1	70.9

The following tables provide attendance data and student survey self-efficacy data. For both data sets, overall rates are relatively flat over the last few years and are below district expectations. These data are also are leading indicators pointing to the academic growth and achievement outcomes highlighted above and must be addressed to improve academic outcomes for students.

Adams 12 Attendance and Chronic Abseteeism Rates			
	2022-23	2023-24	2024-25
Attendance Rate	89.9%	90.3%	90.0%
Chronic Absenteeism Rate	33.6%	31.1%	32.2%

Adams 12 Self-Efficacy Survey Favorability Rates			
	2022-23	2023-24	2024-25
Grade 3-5	59%	61%	61%
Grades 6-12	48%	49%	48%

Student Performance Priority: Literacy and Math Growth at All School Levels

Student Performance Priority Category

Other academic 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 specity.)

All Student Population

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

1 2 3 4 5 6 7 8 9 10 11 12 Kindergarten

What is the current performance of this Student Performance Priority?

Overall growth for both Literacy and Math at all school levels fall below the State expectation of the 50th percentile.

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

55th percentile for both Literacy and Math on CMAS and PSAT-SAT

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

55th percentile for both Literacy and Math on CMAS and PSAT-SAT

Interim Measure and Target?

MAP Reading and Math Assessments - MGP of 55
MAP Reading and Math Assessments - MGP of 55

Measurement Dates

01 / 16 / 2026
05 / 15 / 2026

Student Performance Priority: Elementary and Middle School Literacy 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 specity.)

All Student Population

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

1 2 3 4 5 6 7 8 Kindergarten

What is the current performance of this Student Performance Priority?

Achievement on the CMAS ELA assessment in grades 3-8 has been flat over the last three years despite ongoing resource implementation and aligned professional learning.

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

Elementary % Met and Exceeded to 49.0% on CMAS ELA and Middle School % Met and Exceeded to 48.3%

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

Elementary % Met and Exceeded to 47.0% on CMAS ELA and Middle School % Met and Exceeded to 46.3%

Interim Measure and Target?

MAP Reading Assessment - Median Achievement Percentile of 51
MAP Reading Assessment - Median Achievement Percentile of 51
MAP Reading Assessment - Median Achievement Percentile of 51

Measurement Dates

09 / 22 / 2025
01 / 16 / 2026
05 / 15 / 2026

Student Performance Priority: Student Academic and Social Belonging

Student Performance Priority Category

School/District culture

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 specity.)

All Student Population

What is the current performance of this Student Performance Priority?

Student Self-Efficacy Survey Data have improved somewhat over the last 3 years but lag other student competency survey measures

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

Grades 3-5 % Favorable Responses improve to 73% and 52% for grades 6-12

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

Grades 3-5 % Favorable Responses improve to 71% and 50% for grades 6-12

What is the current performance of this Student Performance Priority?

Overall district attendance has declined and chronic absenteeism increased over the last year

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

Overall district attendance rate will increase to 90.1% with district chronic absenteeism decline to 26.2%

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

Overall district attendance rate will increase to 89.1% with district chronic absenteeism decline to 29.2%

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

1 2 3 4 5 6 7 8 9 10 11 12 Kindergarten

Interim Measure and Target?

Fall Panorama Self-Efficacy To Match 1-year targets
Spring Panorama Self-Efficacy To Match 1-year targets

Measurement Dates

10 / 01 / 2025
03 / 20 / 2026

Interim Measure and Target?

Ongoing monitoring of attendance and chronic absenteeism - match year 1 target
Ongoing monitoring of attendance and chronic absenteeism - match year 1 target
Ongoing monitoring of attendance and chronic absenteeism - match year 1 target
Ongoing monitoring of attendance and chronic absenteeism - match year 1 target

Measurement Dates

10 / 01 / 2025
12 / 01 / 2025
02 / 02 / 2026
04 / 02 / 2026

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3? The percentage of students meeting grade level expectations for 3rd grade relatively flat for the last 3 years on CMAS ELA, Spring MAP Reading, and Spring DIBELS 8. What is the 2-year (end of 2026-27) measure and target? 3rd grade % Met and Exceeded to 45.2% on CMAS What is the 1-year (end of 2025-26) measure and target? 3rd grade % Met and Exceeded to 43.2% on CMAS	What is the interim measure (e.g., tool or assessment) and specific mid-year target? MAP Reading Assessment - Median Achievement Percentile of 51 for Grade 3 MAP Reading Assessment - Median Achievement Percentile of 51 for Grade 3 MAP Reading Assessment - Median Achievement Percentile of 51 for Grade 3	On what date will the school measure this interim target? 09 / 22 / 2025 01 / 16 / 2026 05 / 15 / 2026
What is the current performance of students with a significant reading deficiency (SRD)? The percentage of students scoring below the SRD cut point has increased slightly at kindergarten and grade 3 but decreased slightly at grade 1 and grade 2 since the spring of 2022. What is the 2-year (end of 2026-27) measure and target? The percentage of student scoring below the SRD cutpoint with decrease to 21.3% What is the 1-year (end of 2025-26) measure and target? The percentage of student scoring below the SRD cutpoint with decrease to 23.3%	What is the interim measure (e.g., tool or assessment) and specific mid-year target? DIBELS 8 - 23.3% of students scoring below the SRD cutpoint DIBELS 8 - 23.3% of students scoring below the SRD cutpoint	On what date will the school measure this interim target? 01 / 23 / 2026 05 / 15 / 2026

Root Cause Analysis

 Literacy and Math Growth at All School Levels
 Inconsistent Planning and Instruction Provide a brief description of this Root Cause. The district has not provided clear guidance, expectations, resources, professional learning, and feedback to help all leaders and teachers use quantitative and anecdotal student data to plan, implement, reflect upon and adjust effective instruction aligned to grade level standards. A high quality elementary curriculum has been adopted and implemented; however, not all teachers have shifted their practices effectively. A high quality middle curriculum is being adopted this year, which will hopefully address instructional coverage and consistency. In particular, the district has not required schools to implement short-cycle improvement planning structures targeted at daily lesson planning and instruction and to monitor those short-cycle structures to evaluate impact on student learning. Root Cause Category Instruction

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

This root cause has been verified through observations of planning sessions and classroom instruction by district Learning Services staff, school administrators and school instructional coaches and ongoing discussion among those groups. Additionally, members of school Instructional Leadership Teams (ILTs) comprised of administrators and certified staff provided similar feedback following district professional learning. While a portion of the teachers observed display excellent instructional methods, there is great inconsistency within and across schools.



Inconsistent Student Engagement and Empowerment

Provide a brief description of this Root Cause.

The district has not provided clear guidance, expectations, resources, professional learning, and feedback to help all educators regularly engage students in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable.

Root Cause Category

Student engagement systems

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

This root cause has been verified through observations of classroom instruction by district Learning Services staff, school administrators and school instructional coaches and ongoing discussion among those groups. While a portion of the classrooms observed regularly provided evidence of students engaged in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable, many other classrooms did not.



Elementary and Middle School Literacy Achievement



Inconsistent Planning and Instruction

Provide a brief description of this Root Cause.

The district has not provided clear guidance, expectations, resources, professional learning, and feedback to help all leaders and teachers use quantitative and anecdotal student data to plan, implement, reflect upon and adjust effective instruction aligned to grade level standards. A high quality elementary curriculum has been adopted and implemented; however, not all teachers have shifted their practices effectively. A high quality middle curriculum is being adopted this year, which will hopefully address instructional coverage and consistency. In particular, the district has not required schools to implement short-cycle improvement planning structures targeted at daily lesson planning and instruction and to monitor those short-cycle structures to evaluate impact on student learning.

Root Cause Category

Instruction

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

This root cause has been verified through observations of planning sessions and classroom instruction by district Learning Services staff, school administrators and school instructional coaches and ongoing discussion among those groups. Additionally, members of school Instructional Leadership Teams (ILTs) comprised of administrators and certified staff provided similar feedback following district professional learning. While a portion of the teachers observed display excellent instructional methods, there is great inconsistency within and across schools.



Inconsistent Student Engagement and Empowerment

Provide a brief description of this Root Cause.

The district has not provided clear guidance, expectations, resources, professional learning, and feedback to help all educators regularly engage students in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable.

Root Cause Category

Student engagement systems

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

This root cause has been verified through observations of classroom instruction by district Learning Services staff, school administrators and school instructional coaches and ongoing discussion among those groups. While a portion of the classrooms observed regularly provided evidence of students engaged in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable, many other classrooms did not.



Student Academic and Social Belonging



Inconsistent Student Engagement and Empowerment

Provide a brief description of this Root Cause.

The district has not provided clear guidance, expectations, resources, professional learning, and feedback to help all educators regularly engage students in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable.

Root Cause Category

Student engagement systems

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

This root cause has been verified through observations of classroom instruction by district Learning Services staff, school administrators and school instructional coaches and ongoing discussion among those groups. While a portion of the classrooms observed regularly provided evidence of students engaged in learning partnerships that are relevant, meaningful, and empowering and also culturally affirming, inclusive, and equitable, many other classrooms did not.

Major Improvement Strategies



Engage students in learning that fosters academic and social belonging

Major Improvement Strategy Category

Research-based Instructional Practices

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

Educators intentionally plan, both individually and collaboratively, to engage students in learning partnerships that foster a sense of academic and social belonging.

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

- Inconsistent Planning and Instruction
- Inconsistent Student Engagement and Empowerment

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

Based on the work of John Hattie, Dylan Wiliam and a host of other researchers, the most impactful variable on student achievement and growth is the effectiveness of the teacher. Hattie's metanalyses have identified teacher credibility, based on the belief of students, as a powerful factor, with an effect sizes of 1.09. In terms of factors related to student beliefs and ownership of learning, student self-reported grades, student self-judgement and reflection, and student self-efficacy are powerful factors, with effect sizes of 0.96, 0.81 and 0.64 respectively. Additionally, research from The New Teacher Project (TNTP) has found that schools that engage in work tied to improving student academic and social belonging have demonstrated at least 1.25 years of growth in a tear's time.

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

Title II; General Fund/Local Funds



Plan and Implement rigorous and relevant grade level instruction

Major Improvement Strategy Category

Research-based Instructional Practices

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

Educators intentionally plan, both individually and collaboratively, to engage in short improvement cycles to strengthen the consistency of rigorous and relevant grade level learning for all students.

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

- Inconsistent Planning and Instruction
- Inconsistent Student Engagement and Empowerment

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

Based on the work of John Hattie, Dylan Wiliam and a host of other researchers, the most impactful variable on student achievement and growth is the effectiveness of the teacher. Hattie's metanalyses have identified collective teacher efficacy and teacher estimates of achievement as the two most powerful factors, with effect sizes of 1.34 and 1.29 respectively. Further, research from The New Teacher Project (TNTP) has found that schools that engage in work tied to improving instructional consistency have demonstrated at least 1.25 years of growth in a tear's time.

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

Title II; General Fund/Local Funds

Assurances & Requirements

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

Attachments

- Final_~V1 Adams 12 Five Star Schools UIP 2025-26.pdf
- 25-26 Early Learning Needs Assessment
- 25-26 Adams 12 District PM Tool - Public View.pdf