



Executive Summary

School Information

School Name

Adams City High School

Grades Served

09-12

Phone

3032893111

District Name

Website

Description

Mission Statement: All Adams City High School students will graduate college, career, and community-ready. We want our students to continue to "invest in themselves" now and after graduation.

Vision: Our collaborative environment breaks perceived cultural barriers through rigorous learning and foundational skills scholars need to spark their intelligence, ignite their imaginations, and expand their opportunities to become college, career, and community-ready.

Purpose Statement

We will ensure high expectations are communicated, and the needed support will be in place for students to meet those high expectations. We will value each student as an individual and ensure equity in access to the curriculum and all experiences and opportunities the high school offers them. Students will learn in a safe, inclusive space where they are able to maximize each learning experience. We will always relentlessly remove barriers to full equity, access, and inclusivity in our curricular and co-curricular program offerings at ACHS. Education is about "investing in yourself" for all students and staff at ACHS. Education offers us more choices and pathways to success and allows each of us to find our way in life.

We developed small-school linked learning Academies in the 9th grade and a Graduation Profile to ensure that we Inspire, Equip, and Empower our graduates.

Stakeholders were made aware of ESSA identification Comprehensive Support Lowest 5% or that they reviewed the performance of related indicators or provided input on strategies or interventions related to the identification.

Population and Demographics

Adams City High School is a comprehensive high school located in northeast Commerce

City, Colorado. It is the only traditional public high school in the city. The new building for Adams City High School was built in 2010. It embraces the Eagle as the school's mascot and takes pride in the school colors orange, green, and white. While small businesses line the west side of Quebec Parkway, Adams City High School resides on the east side of Quebec Parkway on undeveloped, rural acreage. Home to approximately 1550 scholars, of which 85.7% qualify for free and reduced lunch, 43.8% are identified as multilingual learners, 12.1% are identified as Special Education, 6.4% are identified as gifted and talented, and 93.6% are of Minority Population. We have had a slight reduction in overall student enrollment of about 50 students over the last year. Most of our scholars will be the first in their families to graduate from high school and attend college. Due to ACHS re-entering its tenth year of Priority Improvement, but our first in Improvement (listed as priority improvement due to our test participation was below 95%), there is a sense of urgency for our administrative team and our teachers. Most importantly, our scholars need to meet performance expectations and to keep the traditions of the Adams City Eagles alive.

School Contact Information

Relationship of UIP Elements



Priority Performance Priorities



Root Cause



Major Improvement Strategies

- *Math*



- 3.1 Vision for Instruction
- 4.2 Engaging Learning Environment
- 3.2 Assessment and Student Thinking



- Strengthen High Quality Tier I Instruction with a focus on PLCs
- Implement & Build Out Academy Model Throughout the School
- Improve Climate and Culture for Students, Staff, and Parents

- *ELA*



- 3.1 Vision for Instruction
- 4.2 Engaging Learning Environment
- 3.2 Assessment and Student Thinking



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- Implement & Build Out Academy Model Throughout the School
- Improve Climate and Culture for Students, Staff, and Parents

Student Performance Priorities

Student Performance Priority Summary

- ESSA Identification - CS Lowest 5% Year 3

ACHS has developed systems to support the following:

- Stagnating and/or declining achievement and academic growth, with a few exceptions
- High number of students who are chronically absent
- Declining enrollment in the district, but maintaining enrollment at the high school

ACHS has several assets to leverage to enhance the following areas:

- Increasing Scores on the Adams 14 Student Focused Walkthrough Rubric, which measures core components of excellent instruction, including:
- Strong Classroom Culture, or Culture of Learning (CoL)
- Students' Access to Grade Level Content or Essential Content (EC)
- Students' Ownership of Learning, or Academic Ownership (AO)
- Students' Mastery of Content Taught or Demonstration of Learning (DoL)
- Stronger than Average Staff Retention and Strong Relationships between Students and Staff
- Development and Implementation of an Academy Model for Incoming 9th Grade Students to Grow with Them

ACHS's THEORY OF ACTION:

If we continue to...

- Improve the quality & execution of the PLC cycle (unit unpacking and internalization, daily lesson internalization, and student work analysis)
- Use the student-centered walkthrough tool to improve instructional practice (Observation & Feedback Cycles)
- Use data to monitor progress for all students, with a focus on linguistically gifted students and students with disabilities

Then...our teachers and students will achieve the goals we have set below for increased achievement (proficiency) and growth.

This is reinforced in our CDE SPF data from August. We improved to 43.2% of points on the SPF, which is the highest total points the school has earned on the current SPF rating system, as shown by these historical results since 2016:

- 2022 35.2% of Points
- 2019: 35.5% of Points
- 2018: 39.5% of Points
- 2017: 40.9% of Points
- 2016: 36.8% of Points

The 43.2% of points earned on the SPF was enough to earn an Improvement Plan type and place the school in "On Watch" status. Unfortunately, the school's rating was decreased from an Improvement Plan type to a Priority Improvement Plan type due to an accountability participation rate lower than 95%, despite the fact that the high school received a 93.1% participation. The school's accountability participation rate was 93.1% in EBRW and 90.9% in Math while being above 95% in CMAS. These participation rates increased from the previous year's participation rates of 88% and 85%, respectively. Regardless, the school has shown a large improvement on the SPF by improving by 8 percentage points which is a larger percentage point gain from 2022 to 2023 than all but eleven other high schools across the state of Colorado.

Below are recent trends in assessment data at Adams City HS. These trends demonstrate that the school has seen progress in key academic indicators.

PSAT/SAT Trends- in 2023, Evidence-Based Reading and Writing PSAT/SAT mean scaled scores improved by 2.3 points for all students in grades 9-11. Grade 9 EBRW for PSAT improved by 3 scaled score points, Grade 10 declined by 1 scaled score point, and Grade 11 SAT improved by 5.7 scaled score points. In EBRW PSAT/SAT, Multilingual Learners improved by .9 scaled score points, and Special Education learners declined by 4.4 scaled score points. For Math PSAT/SAT, mean scaled scores improved by 6.1 scaled score points. Grade 9 Math PSAT improved by 11.4 mean scaled score points, and Grade 10 PSAT improved by 10.4 scaled score points. Grade 11 SAT declined by 3.5 scaled score points. In Math PSAT/SAT, Multilingual Learners improved by 7.7 scaled score points, and Special Education students improved by 5.1 scaled score points.

Attendance Trends- In 2019-2020, Adams City High School students attendance was 79%. In 2020-2021, this declined to 75%. Student attendance improved to 84% in 2021-2022 and 83% in 2022-2023.

PWR Trends - Adams City High School's best graduation rate has varied over the years, with the 2023 best of rate being the 5 year rate at 87.9%. This rate represents a high water mark for the school as the best of rate for the school has remained in the mid 80s over the last few years. The school's dropout rate is currently at 3.4%, matching the 2021 rate after a one year increase in 2022 of 4.5%. For the matriculation rate at the school, the 2022 school year, matriculation rate increased from 34% to 65% which is above the state's matriculation rate of 52%.

ACCESS Trends - In 2023, the median SGP improved 15 points from 2022 and 27 points from 2021 for students at Adams City High School. Participation in 2023 was 99.5%, an increase of 1.3% from 2022 and 34.3% from 2021.

STAR Local Assessment - Adams City High School, along with the rest of the district, utilizes STAR math and ELA assessments at beginning, middle, and end of the year to monitor student progress.

- **In STAR Math**, the school has already met its growth goal for 2023-24 with 66% of students reaching typical or high growth. From the beginning of year to middle of the year, the percentage of students scoring at or above benchmark has increased from 14% to 18% and has decreased the percentage of students who scored a Does Not Meets from 41% to 32%.

In STAR Reading, the school also has met its growth goal with 68% of students reaching typical or high growth. From the beginning of year to middle of the year, the percentage of students scoring at or above benchmark has increased from 20% to 23% and has decreased the percentage of students who scored a Does Not Meets from 41% to 36%.

Annual Targets

Student Performance Priority # 1 : Math

Student Performance Priority Category

Math performance

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

All Student Population

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

9 10 11 12

What is the current performance of this Student Performance Priority?

PSAT/SAT Math Median SGP G9 = 34.5 / G10 = 34 / G11 = 31.5

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

Increase SGP to 55

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

Increase SGP to 50

What is the current performance of this Student Performance Priority?

55.6% of all learners at/above 50 SGP for STAR Math (Eng)

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

At least 65% of all learners (with a qualifying Fall and Spring score) in grades 1 - 10 will show typical growth in STAR Math (Eng) with a Fall to Spring SGP of 50 or above

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

At least 60% of all learners (with a qualifying Fall and Spring score) in grades 1 - 10 will show typical growth in STAR Math (Eng) with a Fall to Spring SGP of 50 or above

What is the current performance of this Student Performance Priority?

Currently, median PSAT/SAT Math scores at ACHS are 362.3 (G9), 363.1 (G10), and 382.3 (G11). Grade 11 learners are approaching the district target for Approaching performance, while grades 9–10 are below that level.

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

By Spring 2027, high school learners will achieve median PSAT/SAT Math scores of 387–390 (G9), 387–390 (G10), and 395+ (G11), meeting or exceeding Approaching expectations.

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

By Spring 2026, high school learners will achieve median PSAT/SAT Math scores of 378 (G9), 380 (G10), and 387 (G11), demonstrating

Interim Measure and Target?

STAR Math MOY, District
Formative Unit Assessments

Measurement Dates

12 / 01 / 2025

Interim Measure and Target?

STAR Math MOY/EOY, District
Formative Unit Assessments
STAR Math MOY/EOY, District
Formative Unit Assessments

Measurement Dates

12 / 01 / 2025
04 / 30 / 2026

Interim Measure and Target?

STAR Math MOY/EOY, District
Formative Unit Assessments

Measurement Dates

12 / 01 / 2025

measurable growth toward Approaching expectations.

Student Performance Priority # 2 : ELA

Student Performance Priority Category

English Language Arts performance

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

All Student Population

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

9 10 11 12

What is the current performance of this Student Performance Priority?

PSAT/SAT EBRW Median SGP G10 = 38 / G11 = 39

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

Increase SGP to 55

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

Increase SGP to 50

What is the current performance of this Student Performance Priority?

ACCESS Growth: MGP 50

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

Increase MGP to 60

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

Interim Measure and Target?

STAR Reading MOY/EOY,
District Formative Unit
Assessments

Measurement Dates

12 / 01 / 2025

Interim Measure and Target?

Measurement Dates

12 / 01 / 2025

Increase MGP to 55

STAR Reading MOY/EOY,
District Formative Unit
Assessments

What is the current performance of this Student Performance Priority?

59.5% of all learners at/above 50 SGP for STAR Reading (Eng)

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

At least 70% of all learners (with a qualifying Fall and Spring score) in grades 3 - 10 will show typical growth in STAR Reading (Eng) with a Fall to Spring SGP of 50 or above.

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

At least 65% of all learners (with a qualifying Fall and Spring score) in grades 3 - 10 will show typical growth in STAR Reading (Eng) with a Fall to Spring SGP of 50 or above.

What is the current performance of this Student Performance Priority?

Currently, median PSAT/SAT EBRW scores at ACHS are 372.4 (G9), 391.2 (G10), and 410.5 (G11). Grade 11 learners are approaching the district target for Approaching performance, while grades 9–10 are below that level.

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

By Spring 2027, high school learners will achieve median PSAT/SAT EBRW scores of 415 (G9), 415–420 (G10), and 420+ (G11), meeting or exceeding Approaching expectations.

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

By Spring 2026, high school learners will achieve median PSAT/SAT EBRW scores of 390 (G9), 405 (G10), and 415 (G11), demonstrating measurable growth toward Approaching expectations.

Interim Measure and Target?

STAR Reading MOY/EOY,
District Formative Unit
Assessments
STAR Reading MOY/EOY,
District Formative Unit
Assessments

Measurement Dates

12 / 01 / 2025
04 / 30 / 2026

Interim Measure and Target?

STAR Reading MOY/EOY,
District Formative Unit
Assessments

Measurement Dates

12 / 01 / 2025

Improving Mathematics Outcomes Targets

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

STAR Math urgent intervention
BOY 24.6%

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

35% of all students in grades 1-10 with a qualifying fall and spring score will finish EOY at or above grade level.

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

Reduce % of urgent intervention by 10% and at least 60% of learners with a qualifying fall and spring score have a fall to Spring sgp of at least 50.

Create a plan to measure student performance progress at least twice during the year with interim measures (e.g., tool or assessment), targets, and corresponding dates of measurement.

STAR Math
STAR Math

On what date will the school measure this interim target?

12 / 01 / 2025
11 / 30 / 2026

Root Cause Analysis



Math



3.1 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.

While the school has made notable strides in implementing high-quality instructional materials and aligning instruction to grade-level standards, instructional consistency remains an area for growth. Teachers continue to need support in using progress monitoring data with fidelity to adjust instruction based on student needs. Systems for data collection exist but are not always used in ways that drive real-time instructional decisions or support academic language development.

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.

District-wide expectations for weekly PLCs and unit/lesson internalization have strengthened collaboration, but effective use of student work analysis and benchmark data is still emerging. A continued focus on data-driven planning and consistent use of assessments aligned to district curriculum is essential to ensure all students receive rigorous, targeted instruction that leads to measurable growth.



4.2 Engaging Learning Environment

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

The school continues to struggle with high rates of chronic absenteeism, which undermines efforts to maintain consistent student engagement and access to academic content. Attendance initiatives are in place, but the root causes of absenteeism—such as disengagement, lack of belonging, or external factors—are not systematically addressed through targeted supports.

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.

The district's focus on equity and improving the learning climate includes strategies to ensure every student can thrive. However, persistent absenteeism prevents students from accessing the very systems designed to promote academic growth, including tiered interventions, SEL supports, and collaborative learning structures. A stronger integration of attendance monitoring and response systems is needed.



3.2 Assessment and Student Thinking

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

Assessment systems primarily emphasize selected-response formats, which do not fully capture students' ability to apply knowledge, reason critically, or demonstrate problem-solving skills. The school lacks consistent use of constructive response tasks that allow students to generate original responses and show deeper understanding.

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.

While the district provides structures for standards-aligned assessment and encourages the analysis of student work, there is limited use of open-ended or performance-based assessment items. As a result, instructional decisions are often based on surface-level performance, limiting opportunities to build students' critical thinking and academic ownership. Expanding the use of constructive response assessments would support the district's goals for Best First Instruction and deeper engagement with grade-level tasks.



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Major Improvement Strategies



Implement & Build Out Academy Model Throughout the School

Adams 14 has a goal to increase the relevance, engagement, interconnectedness and sense of belonging in high school by integrating academic core courses, career, technical courses, work-based learning and personalized student support. To this end, Adams City High School has begun implementing a new academy model. After planning out the development of the academy model with the support of ConnectEd during the 2022-23 school year, the school launched its academies in 9th grade with four academies: (1) Health science professions and human services, (2) Business, hospitality, and tourism, (3) Architecture, construction, engineering and design, and (4) Digital information and technology. The start of the academies, including the implementation of a project-based, academy class for ninth grade students, has forced an adjustment and new work for staff and leadership. With guidance from PBL Works, the school is developing project-based work to support students' gaining better real-world understanding of their pathway starting in ninth grade. This work has included a strong focus on culture building and team building in ninth grade with the creation of new interest-based clubs and providing field trips aligned to the pathways. This model supports the ability of the school to serve as smaller schools within a large school community in which teachers share the same students to be able to support them better much akin to a middle school model. These academy-focused field trips and lessons are designed to provide maximum exposure to possible careers in those fields. Twice a week, there is time in the schedule for all academy teachers to support students with either a data-based intervention or providing extension opportunities for students with these newly developing clubs. To support the implementation of the pathways, ConnectEd meets with district and school leadership monthly to discuss career access goals for each of the pathways. ConnectEd also has used on site visits to look at the overall systems, observe academy PLCs and provide feedback and thinking around next steps. The overall objective for the Four career-themed academies is to deliver the following: College preparatory academics with real world application Cluster/sequence of career and technical education, with industry certification Continuum of work-based learning Personalized student supports All of these components are connected to one of the four identified industry themes 2023-24 is the first year of implementation of the academy model with a beginning rollout in grade nine. The school will focus on building out four academy pathways for students designed to support strong student opportunities and provide a robust strengthening of tier one instruction by implementing career themed Project Based Learning.

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

- 4.2 Engaging Learning Environment
- 3.2 Assessment and Student 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).

Research on career academies and project-based learning shows that integrating academic, technical, and real-world experiences enhances student engagement, relevance, and postsecondary readiness (Kemple & Snipes, 2000; PBL Works, 2022). Adams City High School's 9th-grade academies provide structured pathways, hands-on projects, and career exposure, while creating smaller, collaborative learning communities within the larger school. Early evidence from pathway rollout, combined with ConnectEd guidance, suggests that these practices strengthen Tier 1 instruction, promote deeper learning, and increase students' sense of belonging and preparation for college and career.

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; EASI Grant; ELPA Award; Other CDE Grant



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

Implementation Milestones

Implementation Milestone	Date
What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy? Monthly student celebrations for attendance, academics, and behavior	30 percent of the eligible students will have been recognized in a positive manner based on the Oct student count list. 3-4 monthly events will have been completed 05 / 22 / 2026

Who will be responsible for measuring implementation progress?



Implementation Progress Monitoring Plan 2

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

Implement SEL twice weekly to boost school climate by 10% on year-end survey.

Who will be responsible for measuring implementation progress?

School Admin

Implementation Milestones

Implementation Milestone	Date
70% of students will access the 7 mindset curriculum modules twice a week	05 / 22 / 2026



Implementation Progress Monitoring Plan 3

Implementation Milestones

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

Conduct attendance meetings & ABC reset routines to meet district absentee goals

There will be a reduction in OSS, Fail Rate and Absenteeism at 3-5%, respectively, from last yr's data 05 / 22 / 2026

Who will be responsible for measuring implementation progress?

School Admin



Implementation Progress Monitoring Plan 4

Implementation Milestones

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

85% of staff will use restorative practices to reduce behavior incidents by 5%.

All identified staff are trained and RP will be communicated to staff, students and families while 4-5 RP events will be scheduled	05 / 22 / 2026
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Who will be responsible for measuring implementation progress?

School Admin



Action Plan

Action Step	Responsible Party	Start Date	End Date
Provide PD and collaboration for academy pathways, including summer institutes, PBL training, and ongoing support to strengthen instruction and student outcomes.	District Leadership High School Leadership Partner: ConnectED Partner: PBL Works	08 / 01 / 2023	05 / 22 / 2026
Conduct grade-level and cross-grade planning meetings for lesson internalization, student data review, and alignment across academy courses.	District Leadership High School Leadership Partner: ConnectED Partner: PBL Works	08 / 01 / 2023	05 / 22 / 2026
Implement Project-Based Learning via summer training, sustained support visits, and monthly classroom walkthroughs to strengthen student engagement and critical thinking.	District Leadership High School Leadership Partner: ConnectED Partner: PBL Works	08 / 01 / 2023	05 / 21 / 2027
Secure partnerships via Chamber, Rotary, and media campaigns; hire Work-Based Learning Specialist to expand career opportunities.	Work-Based Learning Specialist	08 / 01 / 2023	05 / 22 / 2026
Promote academy pathways through parent nights, district meetings, and community events to build understanding and engagement.	District Leadership School Leadership Supported by ConnectED	08 / 01 / 2023	05 / 21 / 2027
Engage partners and ConnectED step-backs to implement career themes and support short-cycle action steps for student preparation.	District Leadership School Leadership Supported by ConnectED	08 / 01 / 2023	05 / 21 / 2027
Build postsecondary pathways with colleges and industry for credentialing, concurrent enrollment, and career-focused opportunities.	District Leadership School Leadership Supported by ConnectED	08 / 01 / 2023	05 / 21 / 2027
By the end of Quarter 1, 90% of staff will complete foundational training on the 7 Mindsets framework and			

demonstrate understanding through a reflection or application activity aligned to their role.	ACHS Admin and staff	08 / 05 / 2025	09 / 30 / 2025
PBIS team is identified and shared with staff and meeting dates, procedures are shared at BOY for all staff	ACHS Admin and staff	08 / 05 / 2025	08 / 31 / 2025
Academy celebration systems and events are shared and tracked during QTR 1 to monitor student numbers	AP and leadership team of each academy	08 / 05 / 2025	05 / 22 / 2026
By the end of Quarter 1, 90% of staff will complete foundational training on the 7 Mindsets framework and demonstrate understanding through a reflection or application activity aligned to their role.	ACHS Admin	08 / 05 / 2025	08 / 31 / 2025
calendars and schedules for CTE SEL time will be structured, calendared, trained and communicated for bi-weekly time in CTE classes by grade level	AP's and Academy Leadership	08 / 05 / 2025	08 / 18 / 2025
Discipline expectations and systems are shared and explained for all staff at BOY and responsibilities are detailed for staff regarding Absenteeism, Grades and Class academi status	ACHS Admin	08 / 05 / 2025	10 / 10 / 2025
SWAS(school within a school dean and Grad Counselor identified to spearhead intervention work with support from interventionist and principal	Principal and designated staff	08 / 05 / 2025	10 / 10 / 2025
On-going identification of students for weekly support in the three areas based on data and daily occurances	All staff	08 / 05 / 2025	10 / 10 / 2025
Training time scheduled in August for overview and sign ups for district RP training to get staff prepared	Rachel, AP, Trevor and other trained staff, district support	08 / 05 / 2025	10 / 10 / 2025



Improve Climate and Culture for Students, Staff, and Parents

To improve the climate and culture for students, staff, and parents, we will implement a comprehensive strategy that aligns with our district's strategic plan, supports reaching performance targets, addresses root causes, and responds to learning from stakeholder engagement. Mission/Vision: Our strategy will directly support the district's mission and vision by creating an inclusive, supportive, and nurturing environment where every member feels valued and empowered to thrive. Diagnostic Reviews: We will utilize findings from diagnostic reviews and department audits to tailor our approach, addressing specific challenges identified within our school. School Programming: Our strategy will complement

existing school programming by enhancing social-emotional learning, promoting diversity and inclusion, and fostering positive relationships among students, staff, and parents. We will actively engage stakeholders, including students, staff, parents, and community members, to gather insights, feedback, and suggestions for improving the climate and culture within our schools. Based on stakeholder input, we will adjust our strategy to better meet the needs and preferences of those directly impacted by our initiatives, ensuring that our efforts are responsive, inclusive, and effective.

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

- 4.2 Engaging Learning Environment

- 3.2 Assessment and Student 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).

Evidence shows that positive school climate—fostering inclusivity, safety, and supportive relationships—improves student engagement, reduces behavioral issues, and supports teacher effectiveness (Cohen et al., 2009; Thapa et al., 2013). Diagnostic reviews and stakeholder feedback guide targeted interventions, including social-emotional learning (SEL) and community engagement, which research links to higher student achievement and well-being. Structured programs that respond to student, staff, and parent input increase relevance and buy-in, leading to sustained improvements in school culture.

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; EASI Grant; ELPA Award; Other CDE Grant



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

Implementation Milestones

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

Staff track attendance, engage families, and implement interventions.

Who will be responsible for measuring implementation progress?

School Admin

Implementation Milestone

Date

Increase average daily attendance rate from 78% (2023-24) to 82%

05 / 23 / 2025

Increase average daily attendance rate to 85%

05 / 22 / 2026



Implementation Progress Monitoring Plan 2

Implementation Milestones

Implementation Milestone

Date

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

Staff use restorative practices to reduce behavior incidents and OSS.

Who will be responsible for measuring implementation progress?

School Admin

Decrease behavior incidents -Out of School Suspensions (OSS) from 416 in 2022-2023 to 400 in 2023-2024 and 350 in 2024-2025

05 / 23 / 2025

Decrease behavior incidents- Out of School Suspensions (OSS) to 300 in 2025-2026

05 / 22 / 2026



Implementation Progress Monitoring Plan 3

Implementation Milestones

Implementation Milestone	Date
Increase parent and community partners on the SAC by 3	05 / 22 / 2026
Increase parent and community partners on the SAC by 3	05 / 21 / 2027

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

Staff engage families/community to increase SAC participation.

Who will be responsible for measuring implementation progress?

School Admin



Action Plan

Action Step

Responsible Party

Start Date

End Date

Develop PBIS incentives, refine the Student Success Framework, and provide teachers with “Behavioral Motivation” strategies to support student mindsets, character, and behavior management.	-Principal -Leadership Team -Teacher Leaders		05 / 22 / 2026
Establish mentorships and coaching sessions to support employee growth, skill development, and overcoming challenges, fostering continuous professional learning and talent development across the school.	-Principal -Leadership Team -Teacher Leaders -District Attendance Liaisons	08 / 01 / 2023	05 / 22 / 2026
Use PBIS attendance incentives, partner rewards, and the ABC Protocol to monitor, review, and address attendance and truancy, ensuring staff accountability and improved student presence.	-Leadership Team -MTSS Team -TNTP Coach	08 / 01 / 2023	05 / 21 / 2027
Hold regular MTSS team meetings to review student data, identify barriers, adjust interventions, and provide targeted training to staff on MTSS implementation for equitable student support.	-Principal -Leadership Team -Deans -Safety Advocates	08 / 01 / 2023	05 / 21 / 2027
Engage parents, staff, students, and community to review improvement strategies, allocate resources effectively, and gather feedback to drive school-wide initiatives and equitable outcomes.	-Principal -Leadership Team	08 / 01 / 2023	05 / 21 / 2027
Host 8th grade Academy nights, summer registration events, and adjust grading/reporting to strengthen parent engagement, communication, and alignment with school expectations.	Academic Leadership Team, Principals	08 / 01 / 2023	05 / 21 / 2027



Strengthen High Quality Tier I Instruction with a focus on PLCs

This strategy of focusing on developing high-quality tier-one instruction is a continuation and advancement of previous work done at the school as part of the prior pathway plan. The work of TNTP with the school since 2022 began with working on implementing high quality curriculum across subject areas and classrooms. This work focused on strengthening classroom instruction in four key ways: Culture of Learning - Ensuring all students are engaged in lessons from beginning to end Essential Content - Ensuring the content students are engaged in is aligned to grade-level standards Academic Ownership - Ensuring that all students are responsible for doing the thinking in all classes Demonstration of Learning - Ensuring that all students can demonstrate their learning in every lesson In the two years that the school has been focusing on implementing this strategy with TNTP’s support, the school has seen significant gains in the instruction level happening across classrooms in 2023-24, especially in the

following areas: The school is well above the goal of 90% of classes utilizing district-approved curricula and/or curricular materials that are aligned to the Colorado Academic Standards. In the second semester, over 80% of classes demonstrated a culture of learning that is developing or proficient. These efforts are also having an impact on student data. The school's PSAT/SAT results from the 2022-23 school year earned the school enough points for an Improvement Plan type. Also, local data indicates this trend is continuing. The school has already met its growth goals in STAR math and STAR reading, with over 65% of students exhibiting high or typical growth. These results are due to a collective effort across the school, district, and TNTP to utilize specific levers of teacher professional development, coaching, and a strong focus on PLCs targeting lesson internalization and student data analysis. With classroom observation data showing that the vast majority of classes are utilizing high-quality instructional materials and that students are engaged in this content throughout lessons, the school is ready to move to the next phase of implementation. Starting with the 2024-25 school year, the school will strengthen its focus on the last two components of the Student-Centered Walk-Through Tool of Academic Ownership and Demonstration of Learning. Successful implementation of this strategy will lead to the following outcomes for staff and students at Adams City High School: Teachers will be prepared for teaching by implementing the comprehensive curriculum, which is supported by the unit alignment of standards, assessments, and tasks. There is student interaction amongst peers, conceptual understanding using critical thinking, problem-solving, and scaffolds for students to access the learning. Teaching and tasks are grade and content-level, student-centered, and continue throughout the entire class period. Students have access to standards-aligned materials and tasks that encourage thinking and provide teachers with the data to intervene for support. At the moment, feedback, student discourse, and targeted intervention are part of the culture of the classroom. Continuing to ensure class and school culture are conducive to student learning and safety is critical. Ensuring essential content is being presented to students in every class and during every day is a school-wide expectation. Staff will continue to improve their consistency in increasing student ownership of work and producing proper demonstrations of learning during each class period. Coaching APs and instructional walks by the principal, and weekly check-ins are in place to ensure proper consistency and calibration with school administration. Representatives from the district, state, and TNTP will also participate in instructional walks. Just in time and strategic coaching follow-up with teachers from administrators, TNTP, and district coaches promotes the growth and improvement of teachers. Tier 1 instructional walkthrough/observation data will reflect 3 or better scores using the Adams 14 "Teacher Walkthrough Rubric" for all teachers by 3rd quarter. Unit and Lesson internalization during PLC time will be effective and efficient, and our PLCs will become self-directed following the approval of "Internalization" and "Student Work Analysis" Adams 14 documents to ensure grade-level content and being driven by actionable data. Ambassador students will continue to improve academically, and thus, all students should be showing academic achievement improvement in class, on STAR and on any practice PSAT or SAT through Khan Academy and College Board, until Final exams in April. End-of-year STAR should reflect student achievement improvements, and that should foreshadow SPF improvement in Academic Achievement.

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

- 3.1 Vision for 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).

Research shows that strong Tier 1 instruction—characterized by a culture of learning, essential content, academic ownership, and demonstration of learning—directly improves student outcomes (TNTP, 2022). Data from Adams City High School demonstrates that classrooms using district-approved curricula, engaging students throughout lessons, and leveraging PLC-driven lesson internalization see higher student growth on STAR assessments and PSAT/SAT metrics. Ongoing coaching, walkthroughs, and unit alignment ensure that professional development translates into consistent instructional practices, which research indicates is critical for accelerating learning and closing achievement gaps (Darling-Hammond et al., 2017; TNTP, 2022).

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; EASI Grant; ELPA Award; Other CDE Grant



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

Implementation Milestones

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

PLCs meet weekly to analyze data and plan instruction; 75% of students 50 SGP.

Implementation Milestone

Date

60% of students demonstrate minimum proficiency in PLC lesson DDI

05 / 22 / 2026

Who will be responsible for measuring implementation progress?

School Admin



Implementation Progress Monitoring Plan 2

Implementation Milestones

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

All High Touch teachers receive weekly PD and support from admin and coaches.

Implementation Milestone

Date

100% of Identified HT teachers receive support through PLC's and specific admin walkthroughs

05 / 22 / 2026

Who will be responsible for measuring implementation progress?

School Admin



Implementation Progress Monitoring Plan 3

Implementation Milestones

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

Conduct 5 classroom walkthroughs weekly, including admin and peer observations.

Implementation Milestone

Date

25 WT's will be enter each week by Admin

05 / 22 / 2026

Who will be responsible for measuring implementation progress?

School Admin



Implementation Progress Monitoring Plan 4

Implementation Milestones

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

Teacher scores: Academic Ownership 3.03.8/Demonstration of Learning 2.8->3.6

Implementation Milestone

Date

75% of teacher will be scoring 3's in AO and DOL based on WT data

05 / 22 / 2026

Who will be responsible for measuring implementation progress?

School Admin



Action Plan

Action Step

Responsible Party

Start Date

End Date

Launch a mentorship program pairing experienced staff with new hires; provide coaching sessions to help employees develop skills and overcome challenges.

School leadership TNTP coach Coaches PLC leaders Teachers

08 / 01 / 2023

05 / 21 / 2027

Use PBIS incentives and ABC Protocol to track attendance and behavior; partner for rewards; assign actions to staff and

Systems-level Leaders (CAO and Academic Cabinet),

08 / 01 / 2023

05 / 21 / 2027

monitor progress.	School Leadership, Teachers		
Hold regular MTSS meetings to review student data, identify barriers, adjust interventions, and provide training on MTSS implementation for staff.	Principal Assistant Principals Teacher leaders	08 / 01 / 2023	05 / 21 / 2027
Develop PBIS incentives, refine the behavior matrix, and implement the Behavioral Motivation resource to guide teachers in supporting student behavior.	Principal Assistant Principals TNTP coach, Chief of Schools, CDE Partners - Supporting through participating in learning walks	08 / 01 / 2023	05 / 21 / 2027
Engage stakeholders for feedback on improvement initiatives, evaluate resource allocation, and make collective recommendations to strengthen school effectiveness.	Chief of Schools Team District CLDE team TNTP coach Principal APs Instructional Coaches	08 / 01 / 2024	05 / 22 / 2026
Host 8th grade Academy nights, summer registration, and revise grading/reporting to improve parent communication and increase family engagement.	TNTP (partner to update and maintain dashboard) Systems-level leadership. Protocol and time for quarterly step-back CDE. Participation in the step-back process and support in the roll-out and ongoing management of the PM tool	08 / 01 / 2024	05 / 22 / 2026
Each PLC will complete at least one monthly cycle that includes lesson internalization, implementation, and student work analysis, with 90% of teams submitting documented analysis and action steps tied to student learning outcomes	Principal and AP's	08 / 05 / 2025	10 / 10 / 2025
At least 85% of identified HTT will attend and implement strategies from two or more targeted PD sessions or coaching cycles each quarter.	In-bldg coach and Admin and identified staff	08 / 05 / 2025	10 / 10 / 2025
A cohort of HT teachers will be working with the in-building coach to co-plan, coach, and support literacy improvement w/students	In-bldg coach and Admin and identified staff	08 / 05 / 2025	10 / 10 / 2025
Tier 1 and BOY planing with cohort of HT teachers on systems and structures and baseline on our 4 element walkthrough tool and planning/monitoring strong start for	In-bldg coach and Admin and identified staff	08 / 05 / 2025	10 / 10 / 2025

cohort			
Admin will have weekly scheduled and documented learning walks with admin, coaches, district or partners	Admin team, coaches and district, partners	08 / 05 / 2025	10 / 10 / 2025
Baseline BOY assessment from last year's Walkthrough data and beginning of the year WT tool data for every teacher by admin and review of data to set goals during initial Randa evaluation meetings	Admin team, coaches and district, partners	08 / 05 / 2025	08 / 31 / 2025
PD for all new hires within the building during teacher return week and/or new teacher orientation week	Admin team, coaches and district, partners	08 / 05 / 2025	08 / 31 / 2025

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
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

Family Notification and Local Board Adoption: Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.

State Identification

I agree

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

Attachments

- Final_~V1 Adams City High School UIP 2025-26.pdf
- Final_~V1 Adams City High School UIP 2025-26.pdf
- SY 26 Adams City High School Quarterly PM Tool - Public View.pdf
- Adams City HS Pathway Plan May 2024.pdf