COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
05/01/2026 for 2026-2027

Executive Summary

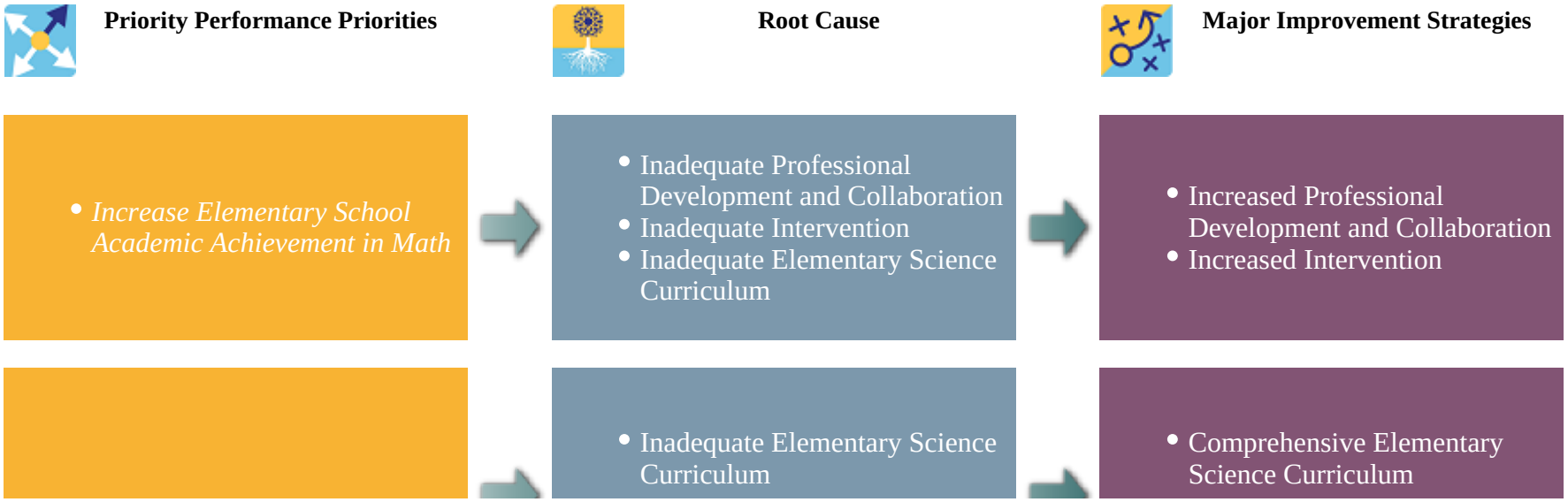
School Information

School Name	Grades Served	Phone
Mountain Sage Community School	K-08	9705685456
District Name	**Website**	**Description**
Poudre R-1		It is the mission of Mountain Sage Community School to cultivate the creative mind through Waldorf-inspired, arts-integrated education that fully incorporates sustainable living practices into student learning. Each student is empowered to cultivate meaningful connections to their intellectual, physical, emotional, social, and creative capacities in healthy, safe, and beautiful learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in their own education. We offer this unique educational program to full-time students in grades K-8, and homeschool enrichment students ages 5-9 in our Forest School program. We are valued by our

community because we bring an arts-based, whole child approach to education within a nurturing, multi-sensory, multicultural, and nature-based learning environment that fully integrates the Colorado Academic Standards. Cultivation of the child's imagination and creativity in conjunction with their academic abilities are deeply held values amongst the school's educators and staff, parent community, and Board of Directors.

School Contact Information

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- As evidenced by the data in the school's most recent SPFs (2023 & 2024) attention to student achievement in elementary Math is needed. There was a drop in achievement in elementary school Math between 2023 and 2024 for all students, and an even larger drop for FRL eligible students. These are clear indicators that this is an area that must be addressed.

The school's 2024 SPF shows student achievement in middle school Science is strong (Exceeded expectations). However, student achievement in elementary Science shows room for improvement (Approaching expectations). With Science now being a permanent fixture of the annual SPF, strategic attention must be given to our elementary Science program in order to improve student achievement and growth in this area.

Student Performance Priority # 1 : Increase Elementary School Academic Achievement in Math

Student Performance Priority Category

Math achievement

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

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

Free/Reduced Eligible Lunch All Student Population

1 2 3 4 5 Kindergarten

What is the current performance of this Student Performance Priority?

Approaching (All Students) & Does Not Meet (Free/Reduced-Price Lunch Eligible Students)

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

As measured by CMAS, All Students will Meet expectations, and the percentile rank of Free/Reduced-Price Lunch Eligible Students will increase by 10 points (to 34).

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

As measured by CMAS, All Students will Meet expectations, and the percentile rank of Free/Reduced-Price Lunch Eligible Students will increase by 10 points (to 24).

Interim Measure and Target?	Measurement Dates
As measured by Acadience Math, the number of students who perform Below Benchmark and Well Below Benchmark at the beginning-of-year assessment will decrease by 25% when compared to middle-of-year assessment results.	02 / 01 / 2025

Student Performance Priority # 2 : Increase Elementary School Academic Achievement in Science

Student Performance Priority Category

Science

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

All Student Population

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

1 2 3 4 5 Kindergarten

What is the current performance of this Student Performance Priority?

Approaching (All Students)

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

As measured by CMAS, the percentile rank of All Students will increase by 10 points over the 2024-25 results.

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

As measured CMAS, All Students will Meet expectations.

Interim Measure and Target?

School-based interim/formative assessments in elementary science will reflect growth toward student proficiency of Colorado Academic Standards in Science.

Measurement Dates

11 / 01 / 2025

Root Cause Analysis

Increase Elementary School Academic Achievement in Math

Inadequate Professional Development and Collaboration

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 does have standards aligned math curriculum resources for our elementary program, it is clear that additional teacher professional development and support toward the use of these resources is needed. A deeper understanding of differentiation and remediation within the classroom must be developed through professional development, peer collaboration (between gen ed teachers, interventionists, and special ed teachers), and administrative monitoring to ensure effective implementation throughout our elementary school program.

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.

In the 2023-2024 school year, the school experienced unique organizational challenges that included changes to our elementary lead teaching staff. While our team steadfastly navigated these transitions, professional development and collaboration in elementary Math did not occur as often as necessary. In order to continue to develop the capacities of our elementary lead teachers and support staff, we must recommit to a re-enlivened approach to Math professional development and collaboration this school year.

Inadequate Intervention

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

Inadequate amount of targeted data driven (summative and formative assessment) intervention using that is provided in the general education classroom and in small groups outside of the general education setting. Weekly student schedules must be reviewed to ensure daily time for intervention and supports in math.

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.

As a K-8 school with one Math Interventionist and a limited number of paraprofessionals, consistent, skilled math support has not always been possible. Through implementation of an effective elementary math progress monitoring tool (Acadience Math), combined with the use of the curriculum based assessments, our school will become more adept at utilizing student data to inform the strategic use of our limited personnel resources toward improving student achievement in elementary Math.

Inadequate Elementary Science Curriculum

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

As a charter school inspired by Waldorf education, our science curriculum is one that has emerged organically through integration of Colorado Academic Standards and Waldorf curriculum. Students experience connection with the natural world in the earliest grades where a sense of wonder and appreciation is built. As the students move through the elementary grades, emphasis on concrete scientific learning emerges, aligned with standards. Units of study occur during the students main lesson blocks. To date we have relied on individual teachers to integrate the Colorado Academic Standards in Science in our elementary program. In order to ensure effective and sustained student achievement in elementary Science, the school must develop a comprehensive elementary science curriculum map (with accompanying resources).

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.

See root cause narrative above.

Increase Elementary School Academic Achievement in Science

Inadequate Elementary Science Curriculum

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

As a charter school inspired by Waldorf education, our science curriculum is one that has emerged organically through integration of Colorado Academic Standards and Waldorf curriculum. Students experience connection with the natural world in the earliest grades where a sense of wonder and appreciation is built. As the students move through the elementary grades, emphasis on concrete scientific learning emerges, aligned with standards. Units of study occur during the students main lesson blocks. To date we have relied on individual teachers to integrate the Colorado Academic Standards in Science in our elementary program. In order to ensure effective and sustained student achievement in elementary Science, the school must develop a comprehensive elementary science curriculum map (with accompanying resources).

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.

See root cause narrative above.

Major Improvement Strategies

Increased Professional Development and Collaboration

Increased targeted professional development and faculty collaboration toward research-based instructional practices in math utilizing our current curriculum resources. Ongoing teacher mentoring and feedback is also necessary to ensure implementation and continuous follow through. Emphasis will be placed on training teachers to differentiate effective, utilize formative assessments to address remediation needs, and exploring ways to build excitement, engagement, and a growth mindset around Math.

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

- **Inadequate Professional Development and Collaboration**

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 targeted professional development, teacher peer mentoring, and strategic and collaborative program design improves outcomes for schools.

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

Other (foundation grant, etc.)

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? **Faculty Collaboration**	**Increase the frequency of math focused teacher collaboration between gen ed teachers, interventionists, and special ed teachers (minimum of once/month).**	**05 / 29 / 2025**

Who will be responsible for measuring implementation progress?

Educational Director, School Director

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? **Professional Development**	**Increase professional development opportunities in math. Professional development may take a variety of forms (web-based, faculty led, conference attendance) and will happen a minimum of 4 times/year.**	**05 / 29 / 2025**

Who will be responsible for measuring implementation progress?

Educational Director, School Director

Implementation Progress Monitoring Plan 3

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? **Teacher Coaching**	**Increased observation and feedback of elementary math teachers and math support staff by administration and peers (minimum of once/month).**	**05 / 29 / 2025**

Who will be responsible for measuring implementation progress?

Educational Director

Action Plan

Action Step	Responsible Party	Start Date	End Date
Faculty Collaboration	Educational Director, School Director	11 / 01 / 2024	05 / 29 / 2025
Professional Development	Educational Director, School Director	11 / 01 / 2024	05 / 29 / 2025
Teacher Coaching	Educational Director	11 / 01 / 2024	05 / 29 / 2025

Increased Intervention

Increased frequency of research-based models of intervention and skill development, instructional design that allows for daily intervention to help close student skill gaps, and data-driven scheduling of support staff.

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

- **Inadequate Intervention**

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 specific, data driven, and research-based interventions for students improves student growth. Cohesive, culturally responsive intervention processes and practices that align with school culture are essential as well.

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

Other (foundation grant, etc.)

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? Refining Intervention Strategy & Structure	**Analyze effectiveness of current approach to math intervention (e.g. push in, pull out, staff scheduling, program design) to enable improvements.**	**05 / 29 / 2025**

Who will be responsible for measuring implementation progress?

Educational Director, School Director

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? Increase Data-driven Interventions	**Elementary class teachers will collaborate to review data (e.g. Acadience Math and Envision curriculum formative and summative assessments) to ensure targeted interventions and differentiation in classroom instruction. Data review will occur once/month during faculty meetings. Minutes from sessions should reflect current groupings for centers, general strategies, and questions for ongoing**	**05 / 29 / 2025**

Who will be responsible for measuring implementation progress?

Educational Director	**collaboration toward student mastery and growth.**

Action Plan

Action Step	Responsible Party	Start Date	End Date
Refining Intervention Strategy & Structure	Educational Director, School Director	11 / 01 / 2024	05 / 29 / 2025
Increase Data-driven Interventions	Educational Director	11 / 01 / 2024	05 / 29 / 2025

Comprehensive Elementary Science Curriculum

Through facilitated faculty collaboration and development oversight provided by the school's Educational Director, Mountain Sage will create a comprehensive curriculum scope and sequence and benchmarking tools for elementary Science that merges Colorado Academic Standards and Waldorf curriculum.

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

- **Inadequate Elementary Science Curriculum**

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).

Implementation of curriculum that is aligns with Colorado Academic Standards is essential to be able to ensure consistent and improved student academic performance in any content area.

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

Other (foundation grant, etc.)

Implementation Progress Monitoring Plan

Implementation Progress Monitoring Plan 1

Implementation Milestones

Implementation Milestone	Date
Curriculum development will be initiated by the school's Educational Director and developed with teacher collaboration and support. By December 2024, a draft of the MSCS comprehensive elementary Science curriculum will have been created.	**12 / 01 / 2024**

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

Development of Comprehensive Science Curriculum & Assessment

Who will be responsible for measuring implementation progress? **Educational Director, School Director**	**The final version of the MSCS Elementary Science curriculum will be implemented after winter break (January 2025). Successful implementation will measured by meeting the targets previously identified in this UIP.**	**05 / 30 / 2025**

Action Plan

Action Step	Responsible Party	Start Date	End Date
Science Curriculum Development	Educational Director	11 / 01 / 2024	01 / 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	☑ I agree

Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	☑ I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	☑ I agree
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

Attachments

- Final_~V3 Mountain Sage Community School UIP 2024-25.pdf
- Final_~V2 Mountain Sage Community School UIP 2024-25.pdf
- Final_~V1 Mountain Sage Community School UIP 2024-25.pdf