

Executive Summary

School Information

School Name

Grades Served

Phone

St. Vrain Community Montessori School

NA

3036824339

District Name

Website

Description

St. Vrain Community Montessori School is a PK-8 charter school offering the only public Montessori program in its district. Now in its 17th year of operation, the school serves approximately 266 students. The school utilizes primarily Montessori materials for instruction and employs Montessori-credentialed, highly-qualified faculty. Due to its small size, no disaggregated data is reported. The school has 20% Minority Students, 15% Students with Disabilities (IEP), 16% FRL eligible students, 8% Gifted/Talented students, and 2.2% ELL students. The Attendance Rate for the 2023-2024 school year was 94% and the Mobility Rate was 1.3% (2023-2024 data). The School Leadership Team and SAC lead the UIP process, with Level Leaders from each three-year, mixed-age grouping serving as SAC faculty members. The school’s Board of Directors approves the UIP. Montessori education is a child-directed, multi-sensory, materials-based approach to education that prioritizes independence, internal motivation to learn, and a community-centered student.

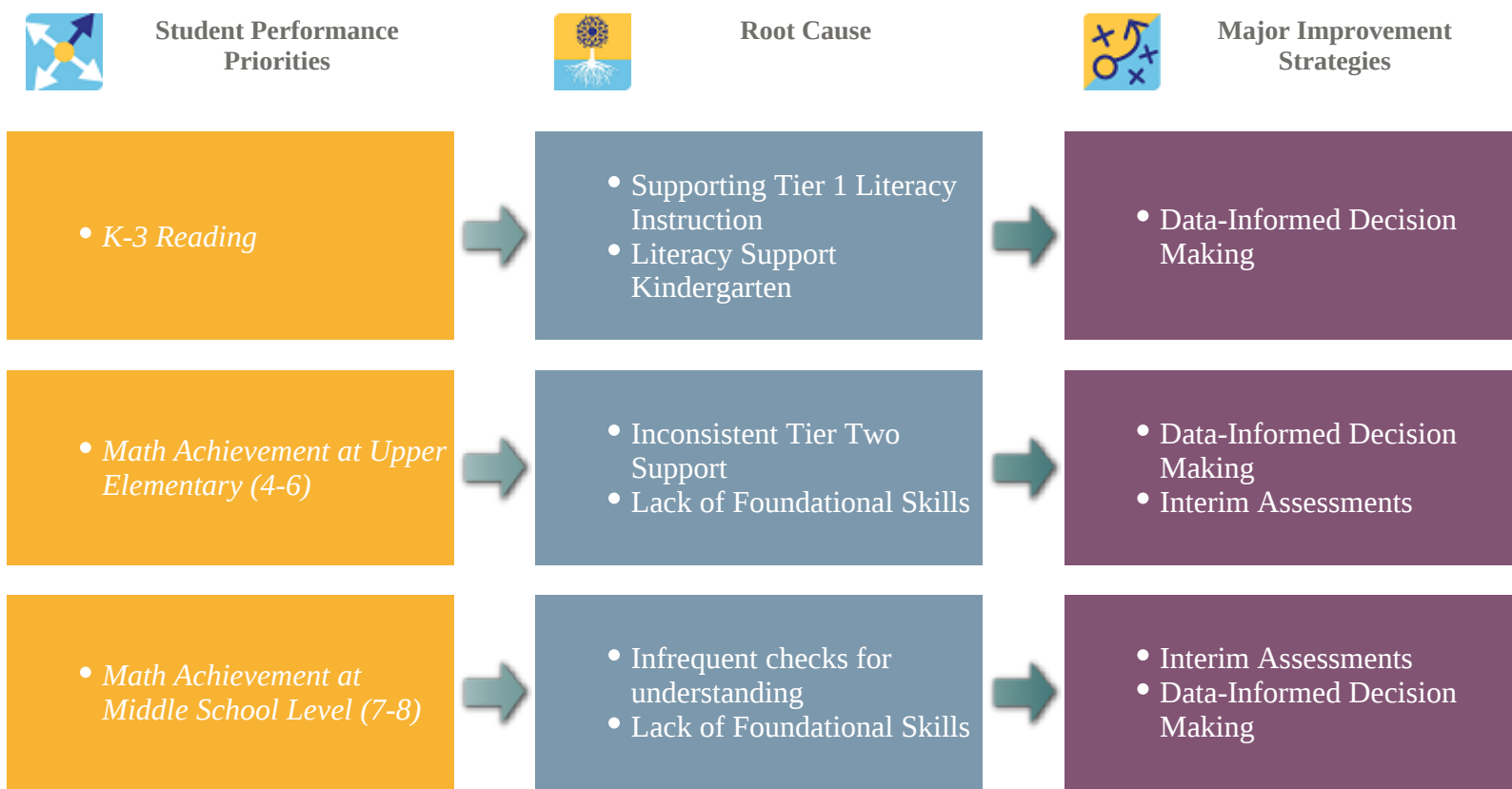
individualized, hands-on, and mastery-based learning rather than a fixed grade-level pace. Because of this, norm-based assessments can be challenging to analyze, as they measure progress against standardized benchmarks that differ from Montessori’s holistic and student-driven approach. Observation is a cornerstone of Montessori Education, and skilled observation of students and classrooms is a form of assessment in Montessori schools. Montessori guides are highly trained observers; they observe the child at work in the classroom and use the information they gather to shape their lessons. The Three Period Lesson of the Montessori method is a tool of fluid instruction used by Montessori guides to deliver lessons, observe progress, and assess student learning. The first period is when a concept is presented by a guide (aka “a lesson”); during the second period, the child then practices independently or with a peer; in the 3rd period, the child achieves conceptual and practical independence as they internalizes the concept and demonstrates mastery.

School Contact Information

Name: Cindy Moran
Title: Director
Phone: 3036824339
Email: cmoran@svcmontessori.org

Name: Jessica Rawlings
Title: Head of School
Phone: 3036824339
Email: jrawlings@svcmontessori.org

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- Low participation in CMAS yielded results for only 15% of students in grades 3-8, We are cognizant that our small student sample size (N=20) affected the results. Given this small sample, we utilize results from NWEA Map Growth as an interim measure.

Participation in interim NWEA MAP Growth testing as well as K-3 Dibels 8 testing included 100% of students across grades and content areas. As a result of the high participation in these tests, the Leadership Team and SAC have confidence in their ability to determine meaningful Priority Performance Challenges for the school.

Three areas were identified as Priority Performance Challenges in this plan: Upper Elementary (4th-6th grade) Mathematics, Middle School (7th-8th grade) Mathematics, and K-3 Reading. Upper Elementary MAP math scores did improve from the previous spring, yet compared to other curricular areas, math is a growth area.

For the 2024-2025 school year, the middle school math MAP assessment used was the Algebra 1 assessment; this was a departure from the math 6-12 assessment that we used in previous years. This change in assessment makes it challenging to evaluate growth. We are cognizant that the norms for the MAP algebra assessment are from students in grades 7-10 nationwide, whereas the norms for the 6-12 MAP math assessment are from peers in the same grade (i.e. 7th grade norms are based on scores from 7th grade students). This means the norms comparison between the 6-12 test and the Albegra 1 test are not meaningful.

Table 1: Percentage of Students at or Above Grade Level NWEA Map Growth, all subject areas Spring 2025

Grade	Math	Reading	Language	Science
4	46	79	75	N/A
5	54	92	N/A	88
6	53	88	81	N/A
7	63	100	N/A	94
8	29	82	N/A	94

Table 2: Percentage of Students at or Above Grade Level NWEA Map Growth, all subject areas Spring 2024

Grade	Math	Reading	Language	Science
4	47	77	80	87
5	26	79	79	84
6	56	79	94	94
7	53	86	74	84
8	60	80	90	90

Table 3: Dibels 8 data was collected in Fall 2024, Winter 2025 and Spring 2025 to measure Significant Reading Deficiency rates in grades K-3. Previous targets were created based on Spring 2024 data, so those scores were used to create new targets. Spring 2022 data is included to show two-year trends. Over two years the percentage of K-3 students with an SRD decreased from 15 to 12 to 9.

Grade	Spring 2024 % SRD	Fall 2024 % SRD	Winter 2025 % SRD	Spring 2025 % SRD
K	6	28	13	7
1st	6	4	0	0
2nd	8	11	11	6
3rd	6	6	9	6
Total	8			5

Student Performance Priority: K-3 Reading

Student Performance Priority Category

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

All Student Population

What is the current performance of this Student Performance Priority?

Based on end-of year Dibels8 testing data, 95% of K-3 students do not have a significant reading deficiency (SRD). 5% of K-3 students have a Significant Reading Deficiency.)

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

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

1 2 3 Kindergarten

3% of K-3 students will have a significant reading deficiency based on Dibels8 testing data.

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

4% of K-3 students will have a significant reading deficiency based

Interim Measure and Target?

Dibels8

Measurement Dates

Student Performance Priority: Math Achievement at Upper Elementary (4-6)

Student Performance Priority Category

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

All Student Population

What is the current performance of this Student Performance Priority?

NWEA MAP data from Spring 2025 math end of year assessment shows that 51% of students in Upper Elementary were at or above grade level (testing at the 50th %ile or above)

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

55% of upper elementary students will be at grade level using NWEA MAP math data

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

53% of upper elementary students will be at grade level using NWEA MAP math data

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

4 5 6

Interim Measure and Target?

Interim measure: easyCBM math mid-year benchmark. Target: 52% of students at or above grade level

Measurement Dates

Student Performance Priority: Math Achievement at Middle School Level (7-8)

Student Performance Priority Category

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

All Student Population

What is the current performance of this Student Performance Priority?

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

7 8

NWEA MAP data from Spring 2025 Algebra end of year assessment shows that 45% of students in middle school were testing grade level (at the 50th %ile or above). This was the first year we administered the Algebra 1 MAP assessment to our students; moving forward we will resume using the 6-12 math test.

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

51% of middle school students will be at or above grade level on the NWEA MAP 6-12 math test

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

48% of middle school students will be at or above grade level on the NWEA MAP 6-12 math test

Interim Measure and Target?

Interim measure: easyCBM math mid-year benchmark.
Target: 47% of students at or above grade level

Measurement Dates

Root Cause Analysis



K-3 Reading



Supporting Tier 1 Literacy Instruction

Provide a brief description of this Root Cause.

Tier 1 literacy instruction varies across classrooms on phonological awareness, phonics, and fluency at the Kindergarten through 3rd grade levels. Although Tier 1 Literacy Instruction was being implemented with fidelity, there is still the opportunity for increased consistency across classrooms.

Root Cause Category

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

Classroom observations as well as collaboration between classrooms instructional staff and the literacy interventionist verify that Tier 1 instruction continues to benefit from guidance and support from the literacy specialist. Additionally, new instructional staff and/or change of instructional teams indicates that new Lower Elementary staff would benefit from this support.



Literacy Support Kindergarten

Provide a brief description of this Root Cause.

SVCMS has focused literacy resources on students in grades 1-3, yet student interventions and staff support have been inconsistent for Kindergarten students. The Lower Elementary Faculty and school admin observed that the successful Lower Elementary literacy intervention program could also support the Kindergarten faculty and students.

Root Cause Category

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

SVCMS has seen a steady increase in literacy achievement for students in grades 1-3 due to a focus on literacy interventions and collaborations between literacy interventionist and classroom staff. However, there has been less intervention and collaboration with kindergarten students.



Math Achievement at Upper Elementary (4-6)



Inconsistent Tier Two Support

Provide a brief description of this Root Cause.

Students performing well below grade level in math need frequent opportunities for skill practice, support and progress monitoring. Although progress monitoring has improved, there are opportunities to connect the information gleaned from progress monitoring into scaffolded tier two support.

Root Cause Category

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

In addition to regular math groups, students require consistent opportunities and frequent supported practice of the math lessons presented. Upper Elementary instructional staff and school admin observed that intervention groups need to have more frequent adult support and progress monitoring.



Lack of Foundational Skills

Provide a brief description of this Root Cause.

Many Upper Elementary (grades 4-6) students lack automaticity with multiplication facts. This lack of foundational skills impacts instruction in whole number operations with fractions and decimal fractions.

Root Cause Category

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

We have observed that student who enter 4th grade without achieving automaticity of math facts struggle with learning upper elementary math concepts.



Math Achievement at Middle School Level (7-8)



Infrequent checks for understanding

Provide a brief description of this Root Cause.

Middle school students engaged with math lessons twice a week and had opportunities for follow-up work and support from their math guide. Students completed and turned-in follow-up assignments, yet this informal work completion did not necessarily translate to proficiency demonstration during assessments such as MAP.

Root Cause Category

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

Student MAP scores frequently did not show demonstration of mastery for skills that students practiced and demonstrated mastery through follow-up work. This disconnect demonstrates that students need more exposure to interim assessments.



Lack of Foundational Skills

Provide a brief description of this Root Cause.

Many Upper Elementary (grades 4-6) students lack automaticity with multiplication facts. This lack of foundational skills impacts instruction in whole number operations with fractions and decimal fractions.

Root Cause Category

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

We have observed that student who enter 4th grade without achieving automaticity of math facts struggle with learning upper elementary math concepts.

Major Improvement Strategies



Data-Informed Decision Making

Major Improvement Strategy Category

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

School will engage with math data from annual NWEA MAP Growth assessments for students in grades 4-8 and with literacy data from Dibels 8 for students in grades K-3. This data will inform decisions around instruction, including Tier one best practices, Tier two supports and interventions, ability grouping, progress monitoring, and adjustments to master schedule and frequency of lessons.

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

- Supporting Tier 1 Literacy Instruction
- Literacy Support Kindergarten
- Inconsistent Tier Two Support
- Lack of Foundational Skills

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

Montessori Method Research Basis

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



Implementation



Implementation 1

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

Instructional staff will review spring math MAP data (grades 4-8)

Who will monitor these milestones?

Head of School; Level Leader

Implementation Milestones

Implementation Milestone	Date
Math group planning and curriculum review	05 / 20 / 2027



Implementation 2

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

K-3 staff will review Dibels8 data to plan interventions

Who will monitor these milestones?

Literacy Coordinator; Assessment Coordinator; Head of School

Implementation Milestones

Implementation Milestone	Date
Formation of Literacy Intervention groups and support schedule	05 / 20 / 2027



Action Plan

Action Step	Responsible Party	Start Date	End Date
Review of Fall Dibels8 Benchmarks	Literacy Coordinator; Assessment Coordinator	09 / 12 / 2025	05 / 20 / 2027



Interim Assessments

Major Improvement Strategy Category

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

Middle School students will practice and demonstrate math mastery through frequent interim assessments delivered through google classroom. Midyear benchmark assessment of easy CBM will inform the need and content for upper elementary intervention groups, as well as middle school student math progress.

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

- Inconsistent Tier Two Support
- Infrequent checks for understanding

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

Montessori Methods Research Methods

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



Implementation



Implementation 1

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

Adults will administer and review midyear math assessments

Implementation Milestones

Implementation Milestone Date

Who will monitor these milestones?

Assessment Coordinator, Head of School

Administer easyCBM math benchmark (grades 4-8)

05 / 20 / 2027



Action Plan

Action Step

Responsible Party

Start Date

End Date

Administer easy CBM math benchmark

Assessment Coordinator,
Instructional Staff

01 / 13 / 2026

05 / 20 / 2027

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 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

Attachments

- Final_~V5 St. Vrain Community Montessori School UIP 2025-26.pdf
- Final_~V4 St. Vrain Community Montessori School UIP 2025-26.pdf
- Final_~V3 St. Vrain Community Montessori School UIP 2025-26.pdf
- Final_~V2 St. Vrain Community Montessori School UIP 2025-26.pdf
- Final_~V1 St. Vrain Community Montessori School UIP 2025-26.pdf