



Stargate School

Special Meeting of the Board

Published on October 7, 2025 at 11:42 AM MDT

Date and Time

Wednesday October 8, 2025 at 5:00 PM MDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Lindsey Paquette	1 m
B. Roll Call		Lindsey Paquette	1 m
C. Reading of Stargate Mission		Any Board member	1 m
A volunteer from the Board reads the Stargate Mission:			
Stargate School will provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each student's academic abilities, support their unique emotional needs, promote individual character development and encourage a life-long love of learning.			
II. Approve Consent Agenda Items			5:03 PM
A. Approve Consent Agenda	Vote	Lindsey Paquette	1 m

Purpose	Presenter	Time
The Consent Agenda contains the routine, generally agreed upon meeting items to be approved with a single vote.		

1) Agenda for October 8, 2025 Governance Board Meeting

III. Action Items (Discuss & Vote)5:04 PM

The Board will use this time to address items requiring discussion and/or voting where Board approval is required. The Board may deem it necessary to engage in further discussion of an item before voting. Alternatively, votes may also be taken immediately on items that have been discussed at previous meetings or earlier in this meeting's agenda.

A. UIP Approval	Vote	Lindsey Paquette	3 m
2025-2027 Stargate UIP SAC Approved			

B. Board communication to District regarding MLO	Discuss	Lindsey Paquette	3 m
As background, PRA's Board send a letter to the District in support of the MLO on 9/9/25. In return, they received responses from both the AD12 Board President and Superintendent expressing appreciation for their partnership and support.			

Would this group be in support of sending a similar letter? Considerations include time to compose, comparable actions of other charters, response from District, and timing of our response in relation to initial AD12 Board discussion and upcoming election.

IV. Closing Items5:10 PM

A. Adjourn Meeting	Vote	Lindsey Paquette	1 m
Motion and vote to officially adjourn.			

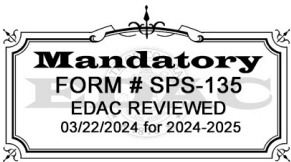
Coversheet

UIP Approval

Section:	III. Action Items (Discuss & Vote)
Item:	A. UIP Approval
Purpose:	Vote
Submitted by:	
Related Material:	2025-2027 UIP SAC Approved.pdf



COLORADO
Department of Education



Executive Summary

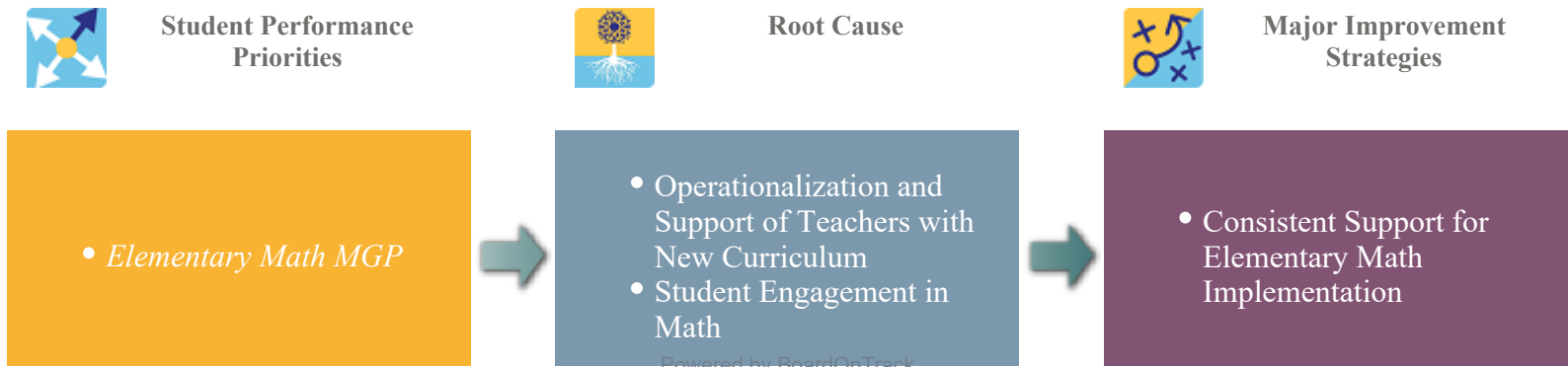
School Information

School Name	Grades Served	Phone
Stargate Charter School	NA	3034503936
District Name	Website	Description
Adams 12 Five Star Schools		Stargate School is a K-12 public charter school serving gifted and twice exceptional learners. Stargate serves approximately 1600 students K-12.

School Contact Information

Name: Robin Greene
Title: Executive Director
Phone: 3034503936
Email: robin.greene@stargateschool.org

Relationship of UIP Elements



- *Social Emotional Needs*



- SEL Implementation



- Deepen Integration and Consistency of SEL Practices

- *Middle School ELA MGP*



- Lack of Systematized Professional Learning and Instructional Support in ELA



- Building Coherence and Consistency in Middle School ELA

Student Performance Priorities

Student Performance Priority Summary

- **Elementary Math:**

Over the past three years, elementary math Median Growth Percentiles (MGP) have shown a steady decline. In 2023, the MGP was 60.0, but scores dropped to 50.0 in 2024 and now stand at 49.5 in 2025, which is below the state's threshold for adequate growth (50). This indicates that students are not making sufficient progress to close achievement gaps or maintain proficiency levels. While Stargate previously prioritized middle school math improvement—successfully implementing Depth and Complexity strategies and adopting a new math curriculum—the same level of attention and instructional innovation has not been consistently applied at the elementary level. As a result, growth in elementary math has lagged behind. The school utilizes MAPS to also assess student growth.

- **Middle School ELA:**

Median Growth Percentiles in middle school ELA are below adequate growth for all students (46). These results suggest that instructional shifts and interventions in middle school math have not carried over into ELA. Although we have implemented Depth and Complexity in ELA, growth results indicate that targeted supports are not sufficiently accelerating progress for all learners, particularly historically underserved subgroups. The school utilizes MAPS to measure student progress and growth in support of CMAS.

- **Social-Emotional Learning (SEL):**

Although last year's UIP emphasized the establishment of universal SEL practices, survey data and climate measures show that students continue to report inconsistent experiences with belonging, stress management, and access to adult support. These indicators suggest that while initial structures are in place, practices are not yet embedded or experienced consistently by students. Without a strong foundation of SEL, students' readiness to engage fully in rigorous academic tasks may be compromised, particularly in areas where growth has stalled.

- **Reasoning:**

Collectively, the data indicate that while targeted efforts in middle school math yielded positive results, elementary math growth and middle school ELA growth remain areas of concern. Moreover, inconsistent SEL implementation

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may be undermining both academic growth and student well-being. Addressing these challenges requires a renewed focus on elementary math instructional practices, strengthening middle school ELA interventions, and deepening the integration of SEL strategies so that all students experience consistent support, belonging, and readiness to learn.

Student Performance Priority: Elementary Math MGP

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 Other
Other Description: Minority Students

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

3 4 5

What is the current performance of this Student Performance Priority?

All students math performance is under adequate growth at 49.5. This is considered an approaching rating and students should be at 50 MGP to meet expectations.

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

CMAS math MGP target of 59 for all students

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

CMAS MGP target of 54 for all students groups

Interim Measure and Target?

By winter MAP, at least 50% of students will be on track (at or above 50% of their projected RIT growth) toward meeting their spring growth targets. Curriculum Based unit assessments- Mid-year target: 65%. End-of-year: 75% will show proficiency.

Measurement Dates

Student Performance Priority: Social Emotional Needs

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

All Grades Served

What is the current performance of this Student Performance Priority?

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

The number of students stating that they feel like they belong will increase to 80%

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

The number of students stating that they feel like they belong will increase to 75%

Interim Measure and Target?

Spring Panorama survey
Fall of 2026 Survey
Spring 2027 Panorama Survey

Measurement Dates

Student Performance Priority: Middle School ELA MGP

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

6 7 8

What is the current performance of this Student Performance Priority?

All students have scored an approaching score of 46 MGP

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

CMAS MGP will reach 53- meets expectations

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

CMAS MGP will reach 50- meets expectations

Interim Measure and Target?

By winter MAP, at least 50% of students will be on track (at or above 50% of their projected RIT growth) toward meeting their spring growth targets.

Measurement Dates

Root Cause Analysis



Elementary Math MGP



Operationalization and Support of Teachers with New Curriculum

Provide a brief description of this Root Cause.

Root Cause determination was based on three years of declining MAP MGP data, walkthrough observations, and teacher feedback about the new math curriculum. Leaders noted variability in curriculum implementation and limited sustained coaching or follow-up.

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.

Analysis with leadership verified that inconsistent adult practices and lack of systematized support were the most plausible causes for the decline in student growth. School leadership, including Director of Curriculum and Director of Student Supports reviewed data together.



Student Engagement in Math

Provide a brief description of this Root Cause.

Inconsistent implementation of engagement strategies in elementary math as teachers were learning the curriculum may have also contributed to the declination of MGP.

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.

This root cause was identified by looking at walk through forms as well as anecdotal information from teachers and staff. The leadership team determined this. Students also reported in their social emotional survey that they were not engaged.



Social Emotional Needs



SEL Implementation

Provide a brief description of this Root Cause.

While universal SEL structures were introduced last year, implementation has been inconsistent across classrooms and grade levels. Adult actions and school systems have not yet established clear accountability, coaching, or follow-up routines to ensure SEL practices are fully embedded into daily instruction. Teachers report varied comfort levels with delivering SEL strategies, and student survey data shows uneven experiences with belonging, stress management, and access to supportive adults. The school is still systematizing SEL implementation through professional learning, monitoring structures, and consistent adult modeling. Without aligned routines and accountability for practice, SEL experiences differ widely by classroom, limiting the impact of universal SEL efforts on student belonging and well-being.

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.

SEL Root Cause analysis drew on student climate survey data, discipline records, and feedback from families, staff, and students. Stakeholders consistently reported uneven experiences with belonging, stress management, and adult support. Leadership teams confirmed that while universal SEL structures were introduced, they were not yet fully embedded or monitored for consistency. Verification came from the match between student-reported outcomes and the unevenness of adult implementation across classrooms and grade levels.



Middle School ELA MGP



Lack of Systematized Professional Learning and Instructional Support in ELA

Provide a brief description of this Root Cause.

Middle school ELA instruction has not been supported with the same level of systematized professional learning, coaching, and accountability structures as other content areas, such as math. While Depth and Complexity strategies were introduced, there was no sustained, schoolwide focus on improving literacy instruction or embedding consistent practices across classrooms. Professional development specific to ELA has been limited, and PLC structures for analyzing ELA data and planning responsive instruction have not been implemented. Without a comprehensive system to strengthen and monitor ELA instruction, adult practices have varied.

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.

This root cause was determined by leadership based on our own processes for supporting ELA and the focus on Math the last two years.

Major Improvement Strategies



Consistent Support for Elementary Math Implementation

Major Improvement Strategy Category

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

Strengthen the fidelity and coherence of math curriculum implementation across elementary grades by embedding ongoing professional learning, coaching, and collaborative planning systems. Provide sustained professional development focused on the new curriculum’s rigor, pacing, and instructional shifts. Implement structured coaching cycles with observation, feedback, and follow-up support. Leverage PLCs and Math team to analyze student data, align instructional practices, and share effective strategies. Monitor curriculum implementation through walkthroughs and leadership check-ins to ensure consistency across classrooms.

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

- Operationalization and Support of Teachers with New Curriculum
- Student Engagement in Math

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

Evidence shows a three-year decline in elementary math growth: MGP dropped from 60.0 in 2023 to 50.0 in 2024 and 49.5 in 2025, below the state’s adequate growth threshold of 50. Teacher feedback and classroom observations revealed inconsistent implementation of the new curriculum, with gaps in pacing and instructional coherence. Professional development records indicate that while initial training was

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



Implementation



Implementation 1

Implementation Milestones

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

100% of Teachers will implement new math curriculum consistently

Implementation Milestone Date

100% of teachers will utilize PLCs for collaborative planning, analysis of student work, and sharing of effective strategies. 01 / 12 / 2026

Who will monitor these milestones?

School Principal

100% of teachers will demonstrate consistent engagement strategies, including math discourse, accountable talk, and collaborative problem-solving. 05 / 01 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Elementary math teachers implement consistent engagement strategies (math discourse, accountable talk, collaborative problem-solving).	Math teachers, principals, Director of Curriculum	10 / 06 / 2025	05 / 29 / 2026
Professional Learning: Deliver training on evidence-based instructional strategies (math engagement)).	Math Leadership Team, principals Director of Curriculum	10 / 06 / 2025	05 / 29 / 2026



Deepen Integration and Consistency of SEL Practices

Major Improvement Strategy Category

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

Provide staff training on embedding SEL practices into daily instruction and routines. Develop clear expectations and accountability structures for consistent implementation across classrooms. Establish feedback loops (student focus groups, surveys) to monitor student experiences and adjust practices. Strengthen adult-student connection structures (e.g., advisory, mentoring, check-ins) to ensure each student has access to trusted support.

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

- SEL Implementation

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

Student climate surveys and focus groups show inconsistent experiences with belonging, stress management, and access to adult support, despite the introduction of universal SEL practices in the previous year. Walkthroughs and feedback from staff indicate varying levels of comfort and consistency in implementing SEL strategies. Discipline data and student feedback further reinforce these inconsistencies. This evidence confirms the need for a strategy that deepens SEL integration, establishes clear expectations and accountability, and ensures every student has access to consistent adult support.

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



Implementation



Implementation 1

Implementation Milestones

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

Consistency in Practice

Who will monitor these milestones?

School Leaders, Director of Curriculum and Instruction

Implementation Milestone	Date
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100% of classrooms have established daily SEL routines (e.g., morning meetings, emotion check-ins, or stress management strategies), confirmed by leadership walkthrough data.



Implementation 2

Implementation Milestones

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

Implementation Milestone Date

Responsiveness to student feedback

Student mid-year climate survey results show at least a 10% increase in students reporting “I feel like I belong,” or “There is an adult I can talk to when I need help.” 02 / 16 / 2026

Who will monitor these milestones?

School leaders, school counselors, Director of Curriculum



Action Plan

Action Step	Responsible Party	Start Date	End Date
Adults consistently embed SEL routines (e.g., morning meetings, stress management strategies, reflection practices) into the daily classroom schedule, rather than treating them as optional or “extra.”	Teachers	10 / 06 / 2025	05 / 29 / 2026
Strengthen adult-student connections through advisory, homeroom, mentoring, or structured check-ins.	Teachers, counselors, school leaders	10 / 06 / 2025	10 / 01 / 2026



Building Coherence and Consistency in Middle School ELA

Major Improvement Strategy Category

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

Implement the Depth and Complexity framework consistently in middle school ELA classrooms to strengthen critical thinking, increase text analysis, and accelerate growth for all students, including minority subgroups. Depth and Complexity will serve as the anchor instructional model, supported through professional learning, coaching, and data-driven collaboration.

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

- Lack of Systematized Professional Learning and Instructional Support in ELA

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

MAP Growth results show below-adequate growth for all middle school students (46 MGP) and minority students (48 MGP). Professional development and coaching structures have historically been concentrated in math, while ELA lacked a systematized focus. Instructional observations and teacher feedback highlighted inconsistent use of advanced questioning, text complexity, and differentiation in ELA. Prior implementation of Depth and Complexity in middle school math contributed to growth, suggesting that similar emphasis in ELA could strengthen results.

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



Implementation



Implementation 1

Implementation Milestones	
What improvement do you expect to see in adult behaviors or school systems?	
Intentional Planning for Depth and Complexity	
Who will monitor these milestones?	
School Principal, Director of Curriculum	100% of all Literacy teachers will intentionally incorporate depth and complexity into their lessons tied to upper level bloom's.12 / 05 / 2025



Implementation 2

Implementation Milestones	
What improvement do you expect to see in adult behaviors or school systems?	
Targeted Instruction & Differentiation	
Who will monitor these milestones?	
School principal, ELA Instructional Support TOSA, and Director of Curriculum	100% of sprint cycles completed will demonstrate integration of upper level blooms with depth and complexity05 / 29 / 2026



Action Plan

Action Step	Responsible Party	Start Date	End Date
Professional Development	School Principal, Director of Curriculum	08 / 12 / 2025	05 / 08 / 2026
Close feedback loop	Principal	09 / 08 / 2025	01 / 29 / 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