

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name	Grades Served	Phone
Prospect Ridge Academy	NA - NA	7203990300
District Name	Website	State Identification
Adams 12 Five Star Schools		Performance Plan
Federal Identification		
Pending		
Description		

Prospect Ridge Academy is a K-12 charter school in Broomfield, Colorado, and opened during the 2011-2012 school year. PRA's vision is to develop academic, social, and ethical leaders. The school's mission is to provide a math- and science-focused, Core Knowledge-aligned, rigorous college-preparatory academic environment while also developing students' character, athletic abilities, and commitment to contributing to the community. The school has received a performance rating every year on the School Performance Framework.

PRA serves just under 1,500 students: 613 in elementary school, 375 in middle school, and about 480 in high school. As staff, we develop the UIP with all stakeholders, led by our school leaders, collaboratively with teachers, and guided by trends in our data. Our School Accountability Committee offers meaningful feedback on our UIP throughout the drafting process.

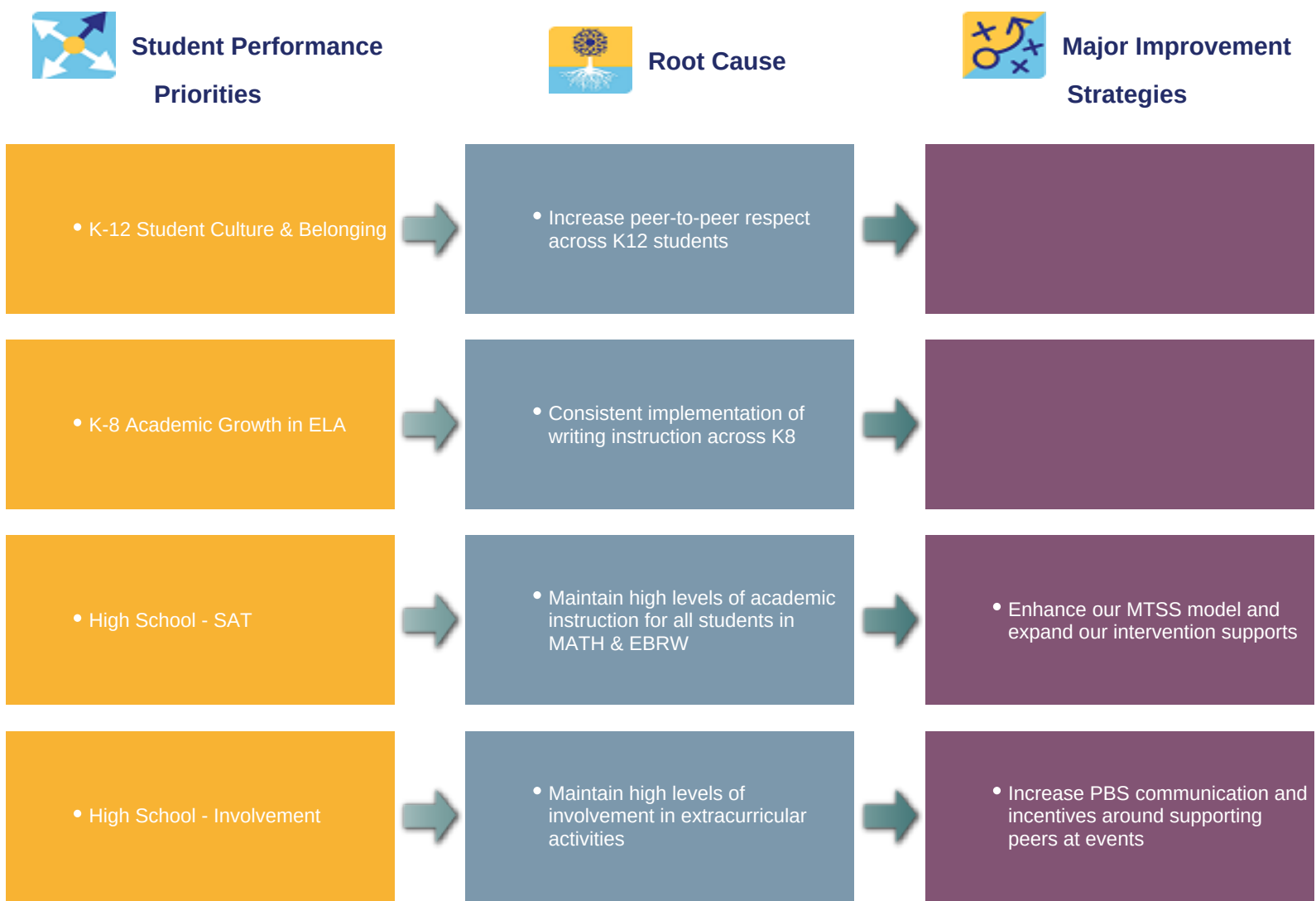
School Contact Information

Name: April Wilkin
Title: Executive Director
Phone: 3037462411
Email: awilkin@prospectridgeacademy.org

Name: Adam DiGiacomo
Title: HS Principal
Phone: 3039448988
Email: adigiacomo@prospectridgeacademy.org

Name: Sarah Shoemaker
Title: K8 Principal
Phone: 3035195173
Email: sshoemaker@prospectridgeacademy.org

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

- Student Performance Priority #1 - Panorama Student Survey (25/26 school year)

Student Performance Priority #2 - K-8 Academic Growth in ELA (25/26 school year)

Student Performance Priority #3 - High School SAT Mean Scale Score (25/26 school year)

Student Performance Priority #4 - High School Involvement (25/26 school year)

Student Performance Priority #5 - READ Act Targets (25/26 school year)

Student Performance Priority: K-12 Student Culture & Belonging

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 specify.)

All Student Population

What is the current performance of this Student Performance Priority?

In Elementary School 45% of students in grades K-5 responded favorably to the question "how much respect do students at your school show you" in November 2025 on the Panorama student survey. In Middle School 35% of students in grades 6-8 responded favorably to the question "how much respect do students at your school show you" in November 2025 on the Panorama student survey. In High School 54% of students in grades 9-12 responded favorably to the question "how much respect do students at your school show you" in November 2025 on the Panorama student survey.

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

At the ES level, we will move from 50% to 55% on the K-5 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 26-27 school year. At the MS level, we will move from 40% to 45% on the 6-8 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 26-27 school year. At the HS level, we will move from 59% to 64% on the 9-12 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 27-28 school year.

What is the 1-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")

All Grades Served

Interim Measure and Target	Measurement Dates
Kind Coins at the Elementary Level and Positive peer-to-peer interaction tracked via 5 Star Students in the Middle School & High School Levels.	

At the ES level, we will move from 45% to 50% on the K-5 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 26-27 school year. At the MS level, we will move from 35% to 40% on the 6-8 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 26-27 school year. At the HS level, we will move from 54% to 59% on the 9-12 student survey question #3 (School Belonging) - "How much respect do students at your school show you" by the end of the 26-27 school year.

Kind Coins at the Elementary Level and Positive peer-to-peer interaction tracked via 5 Star Students in the Middle School & High School Levels.

Student Performance Priority: K-8 Academic Growth in ELA

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 specify.)

All Student Population

What is the current performance of this Student Performance Priority?

For the 25-26 school year, the Elementary school received a 43 on CMAS Literacy Growth (MGP) performance. For the 25-26 school year, the Middle School received a 46 on CMAS Literacy Growth (MGP) performance.

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

In Elementary, we will raise our CMAS Literacy Growth (MGP) performance to from 43 to 55 (27-28). In Middle School, we will raise our CMAS Literacy Growth (MGP) performance from 46 to 55 (27-28).

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

In Elementary, we will raise our CMAS Literacy Growth (MGP) performance from 43 to 50. In Middle School, we will raise our CMAS Literacy Growth (MGP) performance from 46 to 50.

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

1 2 3 4 5 6 7 8 Kindergarten

Interim Measure and Target	Measurement Dates
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We will use iReady data to track student performance. By MOY 50% of students will be on grade level or above grade level. We will use iReady data to track student performance. By EOY 80% of students will be on grade level or above grade level.	
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Student Performance Priority: High School - SAT

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 specify.)

All Student Population

What is the current performance of this Student Performance Priority?

During the 2025-2026 school year our SAT mean scale score was 1140

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

9 10 11 12

Interim Measure and Target	Measurement Dates
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In October 2026, all 11th grade students will take the	
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Maintain SAT mean scale score at or above 1134

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

Maintain SAT mean scale score at or above 1134

PSAT/NMSQT test as a predictor for SAT in April of 2026
In January & February 2027 during our 11th grade PEAKS classes, students will be working through SAT practice exams and SAT prep lessons.

Student Performance Priority: High School - Involvement

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 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?

During the 2025-2026 school year, we saw high levels of student involvement through activities, clubs, teams, and participation at extracurricular events. As tracked by 5 Star Students over the last 3 years, 96%+ of our high school students participated in and/or attended extracurricular events.

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

Maintain student involvement in extracurricular activities at or above 96%

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

Maintain student involvement in extracurricular activities at or above 96%

Interim Measure and Target Measurement Dates

We measure and track student involvement through 5 Star Students on a weekly basis. By the end of first quarter, we hope to see student involvement levels at or above 90%.

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?

At the end of the 25-26 school year, 84% of third grade students were at grade level or above, 9% were 1 grade level below, and 7% were 2 or more grade levels below.

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

By the end of the 27-28 school year, 87% of third grade students will be at grade level or above.

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

By the end of the 26-27 school year, 85% of third grade students will be at grade level or above.

Interim Measure and Target

Using the iReady Diagnostic for third grade ELA, 75% of students will be achieving grade-level expectations at mid-year and 85% at EOY.
Using Dibels 8 for ES ELA, 75% of students will score at or above grade level at mid-year and 80% at EOY

On what date will the school measure this interim target?

What is the current performance of students with a significant reading deficiency (SRD)?	Interim Measure and Target	On what date will the school measure this interim target?
Currently, 9% of third grade students are two or more grade levels below. What is the 2-year (end of 2027-28) measure and target? By the end of the 27-28 school year, we will decrease the number of students two or more grade levels below to 5%. What is the 1-year (end of 2026-27) measure and target? By the end of the 26-27 school year, we will decrease the number of students two or more grade levels below to 7%.	Using the iReady Diagnostic for third grade ELA, 8% of third grade students will be two or more grade levels below mid-year. Using the iReady Diagnostic for third grade ELA, 7% of third grade students will be two or more grade levels below at EOY.	

Root Cause Analysis

 K-12 Student Culture & Belonging
Increase peer-to-peer respect across K12 students Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices. Feeling a sense of belonging is necessary to support learning. Classroom environments that have established predictable academic routines reliably in place throughout the instructional period cause students to feel safe and welcome so that they can engage in learning. 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. This root cause was identified by PRA's admin team through analysis of PRA's annual student culture survey data. This analysis revealed that a large percentage of students at all levels regularly do not feel and/or see respectful behaviors demonstrated amongst their peers at school.
 K-8 Academic Growth in ELA
Consistent implementation of writing instruction across K8 Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices. At the ES level, we are seeing a stronger emphasis on reading than writing within literacy instruction across the content areas. Students would benefit from more frequent opportunities to write, develop their ideas, and demonstrate their understanding through writing. In addition, teacher questioning does not consistently require students to engage in deep thinking, analysis, and explanation. Together, these areas for growth have contributed to inconsistent expectations for foundational literacy practices. At the MS level, we have identified opportunities to strengthen consistency in expectations for student learning and performance across classrooms. A key area of focus is increasing opportunities for students to develop and demonstrate their thinking through writing across all content areas. Embedding writing more intentionally across content areas will provide students with additional opportunities to demonstrate their understanding and communicate their learning.

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.

This root cause was identified through analysis of student performance data and K8 school wide system implementation. We also analyzed CMAS achievement and growth data. This analysis was conducted by the core members of the K8 Academic Leadership Team in partnership with the Executive Director of PRA.



High School - SAT



Maintain high levels of academic instruction for all students in MATH & EBRW

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

Over the past 5 years we have been able to maintain a relatively high SAT mean scale score when compared to our State and District peers. Although our SAT mean scale score has fluctuated over those 5 years between 1078 and 1148, we have identified a continued priority performance challenge around SAT mean scale score levels that meet or exceed our target of 1134.

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.

State assessment results as documented in our school-wide SPF and district peer data have been analyzed by not only our administrative and instructional staff, but our School Accountability Committee, and our School Board consistently over the last 5 years to identify not only this Priority Performance Challenge, but the associated Root Cause analysis that will support meeting our targets.



High School - Involvement



Maintain high levels of involvement in extracurricular activities

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

For the past few years, Prospect Ridge Academy High School has prioritized high levels of student involvement in extracurricular activities through individual participation as well as attendance at events in positive support of peers. Through the implementation of our house system (PEAKS), we have been able to develop a positive school culture where the concepts of school spirit, peer support, and belonging are reinforced throughout everything we do. With a constantly changing school population, it is important for us to continue to prioritize these concepts every year.

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.

Data collected through our positive behavior systems (5 Star Students) is monitored regularly by our administrative and instructional staff. This data is shared with our students, our School Accountability Committee, and our School Board and has been a priority area of focus for us as a school that relies exclusively on school choice for enrollment.

Major Improvement Strategies



Ensure Safe, Welcoming, and Effective Environments

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

At the K8 level, we will continue giving students kind coins (ES) and Five Star Students gold (MS) when we observe positive peer-to-peer interactions throughout the year.

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

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).

The evidence/research that supports this major improvement strategy has been outlined by Robert Marzano, encouraging teachers to use structured cooperative learning, providing students with increased opportunities to use Kagan Structures, and working to explicitly teach social emotional skills as learned through Sources of Strength curriculum at the ES level and Middle Mountain curriculum developed by PRA at the MS level.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Kind Coins for ES students	Staff	08 / 12 / 2026	05 / 21 / 2027
Five Star Students Gold for MS students	Staff	08 / 12 / 2026	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy? I expect to see people looking for positive interactions around the school.	Implementation Milestones <table><tr><th>Implementation Milestone</th><th>Date</th></tr><tr><td>Kind Coins and Five Star Student data will be counted for interim measures.</td><td>12 / 18 / 2026</td></tr></table>	Implementation Milestone	Date	Kind Coins and Five Star Student data will be counted for interim measures.	12 / 18 / 2026
Implementation Milestone	Date				
Kind Coins and Five Star Student data will be counted for interim measures.	12 / 18 / 2026				
What evidence will you use to measure the improvement? Data collected at ES and Five Star Student Data					

Who will be responsible for measuring implementation progress?

ES Counselor and K8 Assistant Principal

Kind Coins and Five Star
Student Data pulled for interim measures.

05 / 21 / 2027



Strengthening our Writing Instruction

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

In K8, we will prioritize writing and rigorous questioning across all content areas to increase the level of cognitive demand and provide students with more opportunities to demonstrate their learning. Teachers will intentionally incorporate writing into daily instruction across subjects, using writing as a tool for students to process, explain, analyze, and apply their understanding rather than limiting writing to literacy instruction. Grade-level and content-area teams will collaborate to develop standards-aligned writing tasks and exemplars that reflect grade-level expectations. In addition, teachers will strengthen questioning techniques by intentionally planning questions that require students to think critically, analyze information, justify their reasoning, make connections, and explain their thinking. Professional learning and collaborative planning will support teachers in identifying and implementing high-leverage questioning and writing strategies. Through these efforts, we aim to increase instructional rigor, strengthen student thinking and academic discourse, and ensure that students have consistent opportunities to engage with grade-level content at an appropriate level of complexity across classrooms.

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

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).

We are working closely with Robert Marzano to become a High Reliability School. In his book, two things that we will be looking at is effective teaching in every classroom and our Guaranteed and Viable Curriculum at PRA. Both of these will have focus on writing instruction across the K8 school.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Amount of class time that needs to include writing will be defined for staff.	K8 Principal and ELA Content Specialist	10 / 01 / 2026	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

What improvement do you expect to see in adult behaviors or school systems as a result of implementing this strategy?	Implementation Milestones
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I expect to see more writing lessons and engaged students.	Implementation Milestone	Date
What evidence will you use to measure the improvement?	We will review data collected to see who needs any instructional coaching at MOY.	12 / 18 / 2026
Walkthrough data and Content Specialist observations		
Who will be responsible for measuring implementation progress?	Targeted instructional coaching will start at MOY and then the data will be reviewed at EOY.	05 / 21 / 2027
ELA Content Specialist and K8 Principal		



Enhance our MTSS model and expand our intervention supports

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

At the high school level, we are in our second year of adding 4 new Grade Level Leader roles to our staffing structure. These grade level leaders will oversee our Multi-Tiered Systems of Support (MTSS) structure to make sure we are consistently monitoring, tracking, and intervening with targeted academic supports for all of our struggling students. We will use this second year to continue to expand our ability to not only identify specific student needs and supports, but also track their success monthly.

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

- Maintain high levels of academic instruction for all students in MATH & EBRW

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).

There is strong research to support a robust Tier 1, Tier 2, and Tier 3 structure to not only identify, but to track and intervene with supports to guarantee academic success for all students. By focusing our efforts on our MTSS system we plan to expand access to our research-based interventions we currently have in place. These include tier 1 supports at the classroom level, tier 2 supports from our teachers, 3 high school interventionists and peer tutors, as well as tier 3 supports from our student support services providers (learning specialists, counselors, school psychologist, speech language pathologist, occupational therapist, ELD teachers, GT coordinator, etc).

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Increase intervention supports	HS GLL's	08 / 12 / 2026	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

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

Staff providing and documenting student MTSS supports

What evidence will you use to measure the improvement?

MTSS Tracking Documents

Who will be responsible for measuring implementation progress?

HS Admin

Implementation Milestones

Implementation Milestone	Date
Interventions added to tracking documents for students in grades 9-12	11 / 01 / 2026
Interventions added to tracking documents for students in grades 9-12	03 / 01 / 2027



Increase PBS communication and incentives around supporting peers at events

Major Improvement Strategy Category

Describe the Major Improvement Strategy and the vision for implementation.

Through the use of 5 Star Students as a Positive Behavior Support (PBS) system, we will increase our student involvement in support of their peers. As well, we will continue to build the capacity of our student leader ambassadors who support all of our 9th graders as they transition to high school.

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

- Maintain high levels of involvement in extracurricular activities

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 how important Positive Behavior Support systems in schools can be at creating school environments where students feel valued, respected, and supported by their peers.

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



Action Plan

Action Step	Responsible Party	Start Date	End Date
Use of student ambassadors to increase student involvement at events	Ambassador program advisor	08 / 12 / 2026	05 / 21 / 2027



Implementation Progress Monitoring Plan



Implementation Progress Monitoring Plan 1

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

Expect to see increase in underclassmen and new students at events

Implementation Milestones

What evidence will you use to measure the improvement?

Numbers of students tracked via 5 Star Students

Implementation Milestone

Date

5 Star involvement data

11 / 01 / 2026

5 Star involvement data

03 / 01 / 2027

Who will be responsible for measuring implementation progress?

HS Admin

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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 : 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 : 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 : 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