



Meeting Agenda - 2025

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Agenda

A. Call Meeting to Order (Chair, 6:00 pm)

1. Attendance Roll Call

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Attendance... ▾	Attendance... ▾	Attendance... ▾	Attendance... ▾	Attendance... ▾

- Motion Action: ▾

B. Pledge of Allegiance (Chair, 6:02 pm)

C. Approval of the Agenda (Chair, 6:03 pm)

I move that we approve the agenda for the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾

- Motion Action: ▾

D. Comments:

1. Public Comments
 - Each presenter is limited to 3 minutes

Members of the public shall be allowed to address the Board by sending written comments to the Board Secretary at Tara.Jennings@newsommitcharter.org, identifying the subject "PUBLIC COMMENT" in the subject line of the email. All comments must include the name of the person submitting the comment, as well as contact information. Comments sent in anonymously, or by someone who cannot be identified from his or her email address, will not be read at the Board meeting. Comments must be received by 12:00 noon on the day of the meeting. Written comments must be no more than 400 words (approximately 3 minutes), and must not contain profanity, must not reference student names, and must not defame any individual/s by name. Public comments that do not abide by these requirements will not be shared publicly.

2. Board Comments
3. Executive Director Comments
 - Staff Highlight
 - Student Highlight

E. Consent Agenda/Written Reports (Chair, 6:20 pm)

1. Minutes from the Sep 3, 2025 Meeting (Mrs. Jennings)
2. Enrollment & Waitlist Update (Mrs. Dean)
3. Athletics Update (Mr. Kaloogian)
4. Facilities Update (Mr. Coppin)
5. School Events (Mrs. Jennings)
6. SAC Update (Mrs. Reissig)
7. YPC Update (Mrs. Kennedy)

I move that we approve the Consent Agenda for the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾

Motion Action: ▾

F. Information (6:25 pm)

1. Unified Improvement Plan (UIP) Review (Mrs. Reissig)
2. Q1 Dashboard (Mrs. Strawbridge)

G. Discussion (7:25 pm)

1. Executive Director Evaluation Template & Goals (Mrs. McClelland)

H. Adjourn (Chair, 8:00 pm)

I move that we adjourn the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

- *Roll Call:*

<i>Chair</i>	<i>Vice Chair</i>	<i>Secretary</i>	<i>Treasurer</i>	<i>Director</i>
<i>Ben Partridge</i>	<i>Jarvis Caldwell</i>	<i>Jessica Garcia</i>	<i>Tina Leone</i>	<i>Michelle Ruehl</i>
<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾

Motion Action: ▾

Scribe

Tara Jennings



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

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- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: E.1. Meeting Minutes from the 03 Sept 2025 Board Meeting

Staff Contact: Tara Jennings

Contact email: Tara.Jennings@NewSummitCharter.Org

Citation:

Background Information:

BOD meeting minutes play a crucial role in education settings by promoting transparency, accountability, legal compliance, communication, and continuity.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

Meeting Minutes from the Sep 3, 2025 Board Meeting.



Meeting MINUTES - 2025

6:00 PM Sep 3, 2025 | Location: NSCA Main Conference Room

Agenda

A. Call Meeting to Order (Chair, 6:00 pm)

1. Attendance Roll Call

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Present ▾	Absent ▾	Present ▾	Present ▾	Virtual ▾

- Approved ▾

B. Pledge of Allegiance (Chair, 6:01 pm)

C. Approval of the Agenda (Chair, 6:01 pm)

I move that we approve the agenda for the Sep 3, 2025 NSCA Board Meeting.

1st Motion: Ben Partridge ▾ 2nd Motion: Jessica Garcia ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

- Approved ▾

D. Comments:

1. Public Comments None

- Each presenter is limited to 3 minutes

Members of the public shall be allowed to address the Board by sending written comments to the Board Secretary at Tara.Jennings@newsommitcharter.org, identifying the subject "PUBLIC COMMENT" in the subject line of the email. All comments must include the name of the person submitting the comment, as well as contact information. Comments sent in anonymously, or by someone who cannot be identified from his or her email address, will not be read at the Board meeting. Comments must be received by 12:00 noon on the day of the meeting. Written comments must be no more than 400 words (approximately 3 minutes), and must not contain profanity, must not reference student names, and must not defame any individual/s by name. Public comments that do not abide by these requirements will not be shared publicly.

2. Board Comments

Mr. Partridge commented on how great the sports program is going this year.

3. Executive Director Comments

Mrs. McClelland reviewed:

- SPF was "At Performance" but went down a little
 - This was based off of CMAS scores
 - We didn't meet the total 95% participation rate, we were at 91%
 - Team is working on UIP
 - Mrs. Strawbridge is digging into the data
 - Team is working with the teachers
 - Room temps in 4th grade along windows was super high = 4th grades scores were down.
 - CMAS was computerized this last testing cycle and may have added to the decline.
 - Middle School went up in Achievement - 54% to 72%, but in growth, they leveled 65% to 65%
- 6:10 pm Michelle Ruehl entered the meeting room.
- Enrollment is Down
 - Per Mr. Gustafson, at the state level, enrollment is down at every district due to:
 - Homeschooling, which is showing the fastest growth
 - People are leaving the state because of home prices and living expenses
 - The overall birth rate is down
- After a brief board discussion, the work session scheduled for 9/17 has been cancelled.
- Student photos with staff makeups will be on Thursday, Sept 11
- Agape Films will be here on Friday, Sept 12
- Admin team goals are due Friday, Sept 5
- Staff Highlight
 - Nikki Reichert for exceptional work with our Marketing program
 - Erin Rivera & Jamie Pluemer for their hard work and organization of the Professional Development week, Meet & Greet, and Back to School Nights
 - John Coppin, for his hard work clearing the front retaining wall area before the landscapers came, saved us approximately \$1000.
- Student Highlight
 - Very hard work by the girls' volleyball team and boys' soccer team.

E. Consent Agenda/Written Reports (Chair, 6:20 pm)

1. Minutes from the Aug 6, 2025 Meeting (Mrs. Jennings)

2. Enrollment & Waitlist Update (Mrs. Dean)
3. Marketing Update (Ms. Reichert)
4. Athletics Update (Mr. Kaloogian)
5. School Events (Mrs. Jennings)

I move that we approve the Consent Agenda for the Sep 3, 2025 NSCA Board Meeting.

1st Motion: Ben Partridge ▾

2nd Motion: Jessica Garcia ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

Approved ▾

F. Information (6:41 pm)

1. Digital Safety & Consent Parent and Student Training (Mrs. McClelland & Mr. Ravetti)

Mrs. McClelland presented this training to the board. Pulled together by the school counselors Cortnie Wise, Tiffany Fontenot and Title IX Coordinator James Ravetti, the program has 2 parts: Student and Parents. After signing up, the three staff will go to a full day training seminar, similar to a "train the trainer", on the material and will also be able to adjust the program/slides to meet the needs of our community. The board briefly reviewed the 97 slides and discussed the best way to get parents involved. The board will review the training in depth individually and send their thoughts to Mrs. McClelland.

G. Action

1. Board Agreement

I move that we approve the Board Agreement as presented.

1st Motion: Ben Partridge ▾

2nd Motion: Jessica Garcia ▾

Discussion: Kim McClelland ▾

Discussion Comment:

Per Mrs. McClelland, all discussed changes were made.

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

Approved ▾

2. ERTC Bonus Resolution

I move that we approve the ERTC Bonus Resolution as presented.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **None**

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

3. Supplemental Budget

I move that we approve the 25/26 Supplemental Budget as presented.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **Glenn Gustafson**

Discussion Comment:

Mr. Gustafson gave an overview of the supplemental budget.

The same budget template was used (except enrollment). Enrollment will be officially updated in October. The primary purpose of this supplemental budget was to embed the ERTC funds. Staffing was adjusted & the current (at that time) enrollment was used. \$25k of ERTC funds will be used to offset the budget deficit from low enrollment. The goal was NOT to affect the classrooms.

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

H. Adjourn (Chair, 8:00 pm)

I move that we adjourn the **Sep 3, 2025** NSCA Board Meeting.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **None**

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

Scribe

Tara Jennings



Board Meeting Agenda Item

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- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: E.2. Enrollment & Waitlist Report

Staff Contact: Sara Dean

Contact email: Sara.Dean@NewSummitCharter.Org

Citation:

Background Information:

Student enrollment is a critical component of the overall health and success of our mission.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☐ Administrators
- ☐ School Committee
- ☐ Community
- ☒ Others (list): Registrar & Admin Team

Additional Information:

The most current student enrollment and waitlist as of Sep 26, 2025 .



Enrollment & Waitlist Update

As of Sep 25, 2025

1040 Academy 20 District 1110 Chapel Hills Dr, Colorado Springs, CO 80920 Generated on 09/25/2025 02:39:28 PM Page 1 of 1	Student Enrollment Summary Report Effective Date: 09/25/2025 Enrollment Types: P Male/Female/Total: 275/307/582
--	--

Student Population by

Grade Level (Male/Female/Total)

New Summit Charter Academy

Grade	Total
01	26/30/56
02	29/50/79
03	36/44/80
04	40/24/64
05	37/36/73
06	32/38/70
07	33/27/60
08	15/22/37
KF	27/36/63
All Grades	275/307/582

In addition to the above, we have several other students that we are trying to get in before Count Day (10/1) -

- 2 in 1st grade;
- 2 in 2nd grade;
- 2 in 3rd grade;
- 1 in 4th grade;
- 3 in 6th grade;
- and 1 in 7th grade.

- If we get these 11 other students, that would bring enrollment to 593.



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Agenda Item: E.3. Athletics Report

Staff Contact: Jack Kaloogian

Contact email: Jack.Kaloogian@NewSummitCharter.Org

Citation:

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Background Information:

An athletics program is crucial for the holistic development of individuals, offering physical, mental, and social benefits that extend beyond the sports field. It contributes to building character, fostering a sense of community, and preparing individuals for success in various aspects of life.

Stakeholders involved in development of recommendation:

- ☒ Students
- ☒ Parents
- ☒ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



Athletics Report

As of Oct 1, 2025

-
- Soccer Season was over on Friday 9/26. We had a lot of positives come from this season. We scored double the amount of goals than last year. We had our first tie 1-1 against RMCA. We have a bright future as the majority of our A team was made up of 6th graders. We have our Banquet on October 2nd.
 - Volleyball ended Monday 9/29. We had our first sweep in New Summit history. We beat James Irwin in 6 straight sets. We also have a very bright future with our younger volleyball players. The B and C team doubled their wins from last season. We have our Banquet on October 3rd.
 - We have a new basketball coach this season I am very excited about. Eddie Hamlow is one of our middle school math teachers. He helped Banning Lewis start their basketball program and recently was a coach at ECA. Tryouts start October 6th.
 - Cheer Tryouts are starting October 2nd. They will be cheering for both boys and girls basketball.



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Agenda Item: E.4. Facilities Report

Staff Contact: John Coppin

Contact email: John.Coppin@NewSummitCharter.Org

Citation:

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Background Information:

Facilities management plays a crucial role in the education sector, as it is responsible for ensuring that educational institutions have the necessary infrastructure, facilities, and services to support the learning and the teaching process.

Stakeholders involved in development of recommendation:

- ☐
- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☒ School Committee
- ☒ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



Facilities Report

As of Oct 1, 2025

Facilities

- An in-depth meeting was recently held with ACTS (HVAC) regarding their findings and recommendations for needed repairs to our school's HVAC system. We are, currently, awaiting their estimate for those needed repairs/upgrades.
- Hedges near the Pre-school playground have been scheduled for trimming and should be completed on September 26 th . On that same day, there are several dead trees that will also be removed.
- Our IT department is working on replacing our current internet system. We are expecting all necessary equipment sometime soon so that this new internet system can be installed.
- We still continue to work with Unified Building Group on several concern areas, as it pertains to our gymnasium. Some of the areas of concern include:
 - failing paint inside the gym
 - the ground around the gym sinking
 - failing concrete on the exterior gym stairways
 - ongoing drainage problems.
- We recently experienced damages to one of our playground basketball goals. It was backed into and loosened, in its concrete setting, by one of our trash provider's trucks. A claim has been filed and, subsequently, opened on behalf of the trash provider. Scheduling of a repair time is still being determined.



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Agenda Item:E.5. Events Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Tara Jennings

Contact email: Tara.Jennings@NewSummitCharter.Org

Citation:

Background Information:

Board participation in school events contributes to the overall health, vibrancy, and success of the school community. It creates a bridge between decision-makers and those directly impacted by those decisions, fostering a collaborative and supportive educational environment.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

School event and board participation opportunities for the next month.



Events Report

As of Oct 1, 2025

Month:

- School start and end times 8:00 - 3:10 pm
- Early Release Day start and end times 8:00 - 1:10 pm

Week:

- 10/29 - 11/03 Fall Book Fair
- 10/13 - 10/17 Fall Break

Day:

- 10/02 - 4th Grade Field Trip - Garden of the Gods Visitor Center
- 10/02 - Cheerleading Tryouts Day 1 3:15 - 5:00 pm
- 10/02 - Soccer Banquet 5:30 - 6:30 pm
- 10/03 - Cheerleading Tryouts Day 2 3:15 - 5:00 pm
- 10/04 - Running Flurries Meet (K-5) 10:00 -11:00 am at Mtn Ridge MS
- 10/06 - Boys Basketball Tryouts 3:15 - 5:00 pm
- 10/07 - Monthly Finance Meeting
- 10/09 - Parent/Teacher Conferences - No Students
- 10/10 - Teacher In-Service - No Students
- 10/10 - End of 1st Quarter
- 10/14 - EAC Board Meeting
- 10/20 - Start of 2nd Quarter
- 10/21 - Boys Basketball Scrimmage Vs PPSEL at NSCA 4:00 pm
- 10/22 - Early Release Day
- 10/22 - All Staff Training
- 10/25 - Fall Festival
- 10/27 - 5th Grade Field Trip to Young Ameritowne
- 10/27 - Boys Basketball Game #1 (Away) at/vs James Irwin Middle School
- 10/28 - Picture Day Make-Ups 8:15 am
- 10/29 - Boys Basketball Game #2 (Away) at/vs Peyton Middle School

- 10/30 - CDE School Visit 9:00 am
- 11/03 - Boys Basketball Game #3 (Home) vs RMCA
- 11/05 - Early Release Day
- 11/05 - Staff Meeting 1:45 pm
- 11/05 - Boys Basketball Game #4 (Away) at/vs Monument Academy
- 11/05 - Atrium Rental - Briargate HOA 5:30 - 8:00 pm
- 11/05 - NSCA BOD Meeting 6:00-8:00 pm



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Agenda Item: E.6. SAC Meeting Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Jenn Reissig

Contact email: Jenn.Reissig@NewSummitCharter.Org

Citation:

Background Information:

School Accountability Committees play a critical role in ensuring that schools are meeting the educational needs of students and are accountable to the community they serve. School Accountability Committees ensure that schools are providing a high-quality education. This can help to promote academic achievement, reduce achievement gaps, and increase graduation rates.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☒ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



SAC Meeting Report

As of Oct 1, 2025

S.A.C. Meeting Agenda

September 29, 2025
7899 Lexington Drive
Colorado Springs, CO 80920

- I. Welcome and Something Good (Mrs. Reissig) 4:00
- II. Introduction of SAC Members(Mrs. Reissig) 4:05
- III. SAC Bylaws Review/Voting on SAC Chair and Co Chair (Mrs. Reissig) 4:10
- IV. School Performance Framework/UIP (Mrs. Reissig) 4:25
- V. Regular Standing Principal Updates (Mrs. Reissig) 4:35
 - We will be starting a candy collection competition for the fall Festival
 - Booster Fun Run will be happening in November
 - Chipotle Fundraiser on 9/30
 - Update on the Influenced Parent Night
 - Club/sports update
 - CoGAT testing starting for 3rd and 6th grade

- VI. Enrollment Update (Mrs. Reissig) 4:45
- VII. DAC Updates (Mr. Ravetti) 5:00
- VIII. VAdjournment (SAC Chair) 5:15

Next Meetings:
December 8, 2025
February 23, 2026
May 11, 2026



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Agenda Item: E.7. YPC Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Simone Null, YPC Board Secretary
Contact email: Simone.Null@newsummitcharter.org
Citation:

Background Information:

Our Yeti Parent Committee plays a crucial role in creating a collaborative, supportive, and engaging school community. It enhances communication, fosters parental involvement, supports teachers, and contributes to the overall success and well-being of students.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



YPC Report

As of Oct 1, 2025

Yeti Parent Committee (YPC) Update



- Welcomed an **entirely new board** for the 2025–26 school year.
 - Jamie Pluemer, President
 - Erin Rivera, Vice President
 - Simone Null, Secretary
 - Tara Jennings, Treasurer
- Focus this year: **building up parent involvement** and strengthening school–home connections.
- **Fall Festival** is the first big event — we have **10 parent volunteers** already signed up to host activity tables.
- New incentive: parents earn **Yeti Coins for their students** when they volunteer.
- **Website Revamp**: Nikki redesigned the YPC site to be more accessible and engaging for families.
- **Fundraising**: Selling treats on **Early Release Wednesdays** to raise funds and build community.
- **School Support**: Parents donating items for the new **Yeti Store**, which highlights CKH character traits.
- **Teacher Appreciation Dinner** planned during Parent-Teacher Conferences on **October 9th**.
- **Parent Survey** on meeting times: results split between mornings, right before dismissal, and after school.
 - Plan: vary meeting times throughout the year and provide a **virtual option**.
- **Teacher Grants**: Staff can apply for YPC mini-grants.
 - Already awarded **three grants** to cover field trip costs for students in need.



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- ☐ Consent
- ☒ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: F.1. UIP Review

Staff Contact: Kim.McClelland and Jennifer Reissig

Contact email: Kim.McClelland@newsommitcharter.org

Citation:

Background Information: Unified Improvement Plans (UIPs) are annual strategic documents required for all public schools and districts in Colorado. They function as a centralized framework for identifying performance gaps, setting goals, and outlining actionable strategies to improve student outcomes. The process highlights data-driven decision-making and stakeholder participation, shifting from one-time planning to a continuous cycle of improvement. UIPs serve as a proactive tool for systemic progress, helping Colorado schools meet accountability standards while directly enhancing educational quality and equity. For specific school plans, visit the CDE's UIP resources. The New Summit team has recently been working on the draft due to the district in collaboration with Jennifer Strawbridge.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information: The 2025 UIP is due in October.



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- ☐ Consent
- ☒ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: F.2. Q1 Dashboard

Staff Contact: Jennifer.Strawbridge

Contact email: Kim.McClelland@newsummitcharter.org

Citation:

Background Information: Reviewing the Quarter 1 Education Dashboard is essential because it provides the first evidence of progress, ensures alignment with the school's long-term goals, engages stakeholders in a transparent way, and allows for timely course corrections that support student achievement and equity.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☒ Others (list): Eduvero/Mrs. Jennifer Strawbridge

Additional Information:

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- ☐ Consent
- ☐ Information/Report
- ☒ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: G.1. Executive Director Evaluation Template & Goals
Staff Contact: Kim.McClelland
Contact email: Kim.McClelland@newsummitcharter.org
Citation:

Background Information:

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025

Executive Director Evaluation									
Employee Name					Job Title				
Kim McClelland					Executive Director				
Department					Supervisor				
					Board of Directors				
Start Date with Company		Start Date in Current Position		Review Period Start			Review Period End		
2018				September 2025			May 2026		
Rating System									
Number	Rating	Description							
4	Exceeds	Consistently exceeds the normal expectations for the position; exceeds expected criteria for job duties or competencies; achieves results beyond those expected for the position; at least 80% of the goal was completed.							
3	Meets	Consistently performs all duties of the position in a fully capable manner; meets all expected criteria for job duties or competencies; at least 60% of the goal was completed.							
2	Needs Improvement	Performs many duties in a capable manner; but requires improvement in job duties or competencies to achieve overall satisfactory performance; may require more supervision than expected for assignment; at least 40% of the goal was completed.							
Section 1: Goals									
Annual Goals					Comments			Supervisor Rating	
					[Supervisor comments here]			Met	
					[Supervisor comments here]			Met	
					[Supervisor comments here]			Met	

[illegible]

Section 3: Competencies										
Competency & Description						Comments				Rating
Collaboration: Works collaboratively with other team members within and outside the program area and team. Seeks input from others when making decisions and keeps others adequately informed about their work and decision-making. Offers assistance and support to team members.						[Supervisor comments here]				Met
Continuous Learning: Assesses own strengths and weaknesses. Pursues training and development opportunities. Seeks and applies feedback to improve performance. Shares expertise with others. Strives to build knowledge and skills continuously.						[Supervisor comments here]				Met
Initiative: Sets and achieves challenging goals. Takes appropriate action without direction and seeks solutions to problems instead of simply identifying problems. Follows up to ensure that projects/assignments are completed despite obstacles.						[Supervisor comments here]				Met
Innovation: Develops innovative approaches and ideas. Displays original thinking and creativity. Generates suggestions for improving work. Meets challenges with resourcefulness.						[Supervisor comments here]				Met
Organizational Support: Supports organizational goals and values. Contributes positively to building a team culture. Puts the success of the organization above one's own interests.						[Supervisor comments here]				Met
Quality & Quantity of Work: Completes work on time and within budget. Demonstrates accuracy and thoroughness. Monitors work to ensure all work is of high quality.						[Supervisor comments here]				Met
						Best Fit Description				
Section 5: Feedback										
1. Overall Areas of Strength (to be completed by Supervisor)										
<div style="height: 100px; border: 1px solid black; margin: 10px;"></div> <div style="text-align: center; margin-top: 10px;">[Supervisor comments here]</div>										
2. Overall Areas to Improve (to be completed by Supervisor)										

<div>[Supervisor comments here]</div>

3. How Can The Board Support the ED further

<div>[Supervisor insights here]</div>

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Section 6: Signatures

Employee	Date	Supervisor	Date
President	Date	Other (Optional)	Date

Employee signature acknowledges receipt of review and does not necessarily indicate agreement. If Employee disagrees with any of the information contained above, Employee understands that Employee may submit a written statement explaining his or her position. This document may be placed in your personnel file.



Meeting Agenda - 2025

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Agenda

A. Call Meeting to Order (Chair, 6:00 pm)

1. Attendance Roll Call

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Attendance... ▾	Attendance... ▾	Attendance... ▾	Attendance... ▾	Attendance... ▾

- Motion Action: ▾

B. Pledge of Allegiance (Chair, 6:02 pm)

C. Approval of the Agenda (Chair, 6:03 pm)

I move that we approve the agenda for the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾

- Motion Action: ▾

D. Comments:

1. Public Comments
 - Each presenter is limited to 3 minutes

Members of the public shall be allowed to address the Board by sending written comments to the Board Secretary at Tara.Jennings@newsommitcharter.org, identifying the subject "PUBLIC COMMENT" in the subject line of the email. All comments must include the name of the person submitting the comment, as well as contact information. Comments sent in anonymously, or by someone who cannot be identified from his or her email address, will not be read at the Board meeting. Comments must be received by 12:00 noon on the day of the meeting. Written comments must be no more than 400 words (approximately 3 minutes), and must not contain profanity, must not reference student names, and must not defame any individual/s by name. Public comments that do not abide by these requirements will not be shared publicly.

2. Board Comments
3. Executive Director Comments
 - Staff Highlight
 - Student Highlight

E. Consent Agenda/Written Reports (Chair, 6:20 pm)

1. Minutes from the Sep 3, 2025 Meeting (Mrs. Jennings)
2. Enrollment & Waitlist Update (Mrs. Dean)
3. Athletics Update (Mr. Kaloogian)
4. Facilities Update (Mr. Coppin)
5. School Events (Mrs. Jennings)
6. SAC Update (Mrs. Reissig)
7. YPC Update (Mrs. Kennedy)

I move that we approve the Consent Agenda for the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾	Roll Call ▾

Motion Action: ▾

F. Information (6:25 pm)

1. Unified Improvement Plan (UIP) Review (Mrs. Reissig)
2. Q1 Dashboard (Mrs. Strawbridge)

G. Discussion (7:25 pm)

1. Executive Director Evaluation Template & Goals (Mrs. McClelland)

H. Adjourn (Chair, 8:00 pm)

I move that we adjourn the Oct 1, 2025 NSCA Board Meeting.

1st Motion: Name ▾ 2nd Motion: Name ▾

Discussion: None ▾

Discussion Comment:

• *Roll Call:*

<i>Chair</i>	<i>Vice Chair</i>	<i>Secretary</i>	<i>Treasurer</i>	<i>Director</i>
<i>Ben Partridge</i>	<i>Jarvis Caldwell</i>	<i>Jessica Garcia</i>	<i>Tina Leone</i>	<i>Michelle Ruehl</i>
<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾	<i>Roll Call</i> ▾

Motion Action: ▾

Scribe

Tara Jennings



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: E.1. Meeting Minutes from the 03 Sept 2025 Board Meeting

Staff Contact: Tara Jennings

Contact email: Tara.Jennings@NewSummitCharter.Org

Citation:

Background Information:

BOD meeting minutes play a crucial role in education settings by promoting transparency, accountability, legal compliance, communication, and continuity.

Stakeholders involved in development of recommendation:

- ☐ Students
 - ☐ Parents
 - ☐ Teachers
 - ☒ Administrators
 - ☐ School Committee
 - ☐ Community
 - ☐ Others (list):
-

Additional Information:

Meeting Minutes from the Sep 3, 2025 Board Meeting.



Meeting MINUTES - 2025

6:00 PM Sep 3, 2025 | Location: NSCA Main Conference Room

Agenda

A. Call Meeting to Order (Chair, 6:00 pm)

1. Attendance Roll Call

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Present ▾	Absent ▾	Present ▾	Present ▾	Virtual ▾

- Approved ▾

B. Pledge of Allegiance (Chair, 6:01 pm)

C. Approval of the Agenda (Chair, 6:01 pm)

I move that we approve the agenda for the Sep 3, 2025 NSCA Board Meeting.

1st Motion: Ben Partridge ▾ 2nd Motion: Jessica Garcia ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

- Approved ▾

D. Comments:

1. Public Comments None

- Each presenter is limited to 3 minutes

Members of the public shall be allowed to address the Board by sending written comments to the Board Secretary at Tara.Jennings@newsommitcharter.org, identifying the subject "PUBLIC COMMENT" in the subject line of the email. All comments must include the name of the person submitting the comment, as well as contact information. Comments sent in anonymously, or by someone who cannot be identified from his or her email address, will not be read at the Board meeting. Comments must be received by 12:00 noon on the day of the meeting. Written comments must be no more than 400 words (approximately 3 minutes), and must not contain profanity, must not reference student names, and must not defame any individual/s by name. Public comments that do not abide by these requirements will not be shared publicly.

2. Board Comments

Mr. Partridge commented on how great the sports program is going this year.

3. Executive Director Comments

Mrs. McClelland reviewed:

- SPF was "At Performance" but went down a little
 - This was based off of CMAS scores
 - We didn't meet the total 95% participation rate, we were at 91%
 - Team is working on UIP
 - Mrs. Strawbridge is digging into the data
 - Team is working with the teachers
 - Room temps in 4th grade along windows was super high = 4th grades scores were down.
 - CMAS was computerized this last testing cycle and may have added to the decline.
 - Middle School went up in Achievement - 54% to 72%, but in growth, they leveled 65% to 65%
- 6:10 pm Michelle Ruehl entered the meeting room.
- Enrollment is Down
 - Per Mr. Gustafson, at the state level, enrollment is down at every district due to:
 - Homeschooling, which is showing the fastest growth
 - People are leaving the state because of home prices and living expenses
 - The overall birth rate is down
- After a brief board discussion, the work session scheduled for 9/17 has been cancelled.
- Student photos with staff makeups will be on Thursday, Sept 11
- Agape Films will be here on Friday, Sept 12
- Admin team goals are due Friday, Sept 5
- Staff Highlight
 - Nikki Reichert for exceptional work with our Marketing program
 - Erin Rivera & Jamie Pluemer for their hard work and organization of the Professional Development week, Meet & Greet, and Back to School Nights
 - John Coppin, for his hard work clearing the front retaining wall area before the landscapers came, saved us approximately \$1000.
- Student Highlight
 - Very hard work by the girls' volleyball team and boys' soccer team.

E. Consent Agenda/Written Reports (Chair, 6:20 pm)

1. Minutes from the Aug 6, 2025 Meeting (Mrs. Jennings)

2. Enrollment & Waitlist Update (Mrs. Dean)
3. Marketing Update (Ms. Reichert)
4. Athletics Update (Mr. Kaloogian)
5. School Events (Mrs. Jennings)

I move that we approve the Consent Agenda for the Sep 3, 2025 NSCA Board Meeting.

1st Motion: Ben Partridge ▾

2nd Motion: Jessica Garcia ▾

Discussion: None ▾

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

Approved ▾

F. Information (6:41 pm)

1. Digital Safety & Consent Parent and Student Training (Mrs. McClelland & Mr. Ravetti)

Mrs. McClelland presented this training to the board. Pulled together by the school counselors Cortnie Wise, Tiffany Fontenot and Title IX Coordinator James Ravetti, the program has 2 parts: Student and Parents. After signing up, the three staff will go to a full day training seminar, similar to a "train the trainer", on the material and will also be able to adjust the program/slides to meet the needs of our community. The board briefly reviewed the 97 slides and discussed the best way to get parents involved. The board will review the training in depth individually and send their thoughts to Mrs. McClelland.

G. Action

1. Board Agreement

I move that we approve the Board Agreement as presented.

1st Motion: Ben Partridge ▾

2nd Motion: Jessica Garcia ▾

Discussion: Kim McClelland ▾

Discussion Comment:

Per Mrs. McClelland, all discussed changes were made.

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes ▾	Absent ▾	Yes ▾	Yes ▾	Yes ▾

Approved ▾

2. ERTC Bonus Resolution

I move that we approve the ERTC Bonus Resolution as presented.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **None**

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

3. Supplemental Budget

I move that we approve the 25/26 Supplemental Budget as presented.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **Glenn Gustafson**

Discussion Comment:

Mr. Gustafson gave an overview of the supplemental budget.

The same budget template was used (except enrollment). Enrollment will be officially updated in October. The primary purpose of this supplemental budget was to embed the ERTC funds. Staffing was adjusted & the current (at that time) enrollment was used. \$25k of ERTC funds will be used to offset the budget deficit from low enrollment. The goal was NOT to affect the classrooms.

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

H. Adjourn (Chair, 8:00 pm)

I move that we adjourn the **Sep 3, 2025** NSCA Board Meeting.

1st Motion: **Ben Partridge** 2nd Motion: **Jessica Garcia**

Discussion: **None**

Discussion Comment:

- Roll Call:

Chair	Vice Chair	Secretary	Treasurer	Director
Ben Partridge	Jarvis Caldwell	Jessica Garcia	Tina Leone	Michelle Ruehl
Yes	Absent	Yes	Yes	Yes

Approved

Scribe

Tara Jennings



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item: E.2. Enrollment & Waitlist Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Sara Dean

Contact email: Sara.Dean@NewSummitCharter.Org

Citation:

Background Information:

Student enrollment is a critical component of the overall health and success of our mission.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☐ Administrators
- ☐ School Committee
- ☐ Community
- ☒ Others (list): Registrar & Admin Team

Additional Information:

The most current student enrollment and waitlist as of Sep 26, 2025 .



Enrollment & Waitlist Update

As of Sep 25, 2025

1040 Academy 20 District 1110 Chapel Hills Dr, Colorado Springs, CO 80920 Generated on 09/25/2025 02:39:28 PM Page 1 of 1	Student Enrollment Summary Report Effective Date: 09/25/2025 Enrollment Types: P Male/Female/Total: 275/307/ 582
--	--

Student Population by

Grade Level (Male/Female/Total)

New Summit Charter Academy

Grade	Total
01	26/30/56
02	29/50/79
03	36/44/80
04	40/24/64
05	37/36/73
06	32/38/70
07	33/27/60
08	15/22/37
KF	27/36/63
All Grades	275/307/582

In addition to the above, we have several other students that we are trying to get in before Count Day (10/1) -

- 2 in 1st grade;
- 2 in 2nd grade;
- 2 in 3rd grade;
- 1 in 4th grade;
- 3 in 6th grade;
- and 1 in 7th grade.

- If we get these 11 other students, that would bring enrollment to 593.



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item: E.3. Athletics Report

Staff Contact: Jack Kaloogian

Contact email: Jack.Kaloogian@NewSummitCharter.Org

Citation:

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Background Information:

An athletics program is crucial for the holistic development of individuals, offering physical, mental, and social benefits that extend beyond the sports field. It contributes to building character, fostering a sense of community, and preparing individuals for success in various aspects of life.

Stakeholders involved in development of recommendation:

- ☒ Students
- ☒ Parents
- ☒ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



Athletics Report

As of Oct 1, 2025

-
- Soccer Season was over on Friday 9/26. We had a lot of positives come from this season. We scored double the amount of goals than last year. We had our first tie 1-1 against RMCA. We have a bright future as the majority of our A team was made up of 6th graders. We have our Banquet on October 2nd.
 - Volleyball ended Monday 9/29. We had our first sweep in New Summit history. We beat James Irwin in 6 straight sets. We also have a very bright future with our younger volleyball players. The B and C team doubled their wins from last season. We have our Banquet on October 3rd.
 - We have a new basketball coach this season I am very excited about. Eddie Hamlow is one of our middle school math teachers. He helped Banning Lewis start their basketball program and recently was a coach at ECA. Tryouts start October 6th.
 - Cheer Tryouts are starting October 2nd. They will be cheering for both boys and girls basketball.



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item: E.4. Facilities Report

Staff Contact: John Coppin

Contact email: John.Coppin@NewSummitCharter.Org

Citation:

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Background Information:

Facilities management plays a crucial role in the education sector, as it is responsible for ensuring that educational institutions have the necessary infrastructure, facilities, and services to support the learning and the teaching process.

Stakeholders involved in development of recommendation:

- ☐
- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☒ School Committee
- ☒ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



Facilities Report

As of Oct 1, 2025

Facilities

- An in-depth meeting was recently held with ACTS (HVAC) regarding their findings and recommendations for needed repairs to our school's HVAC system. We are, currently, awaiting their estimate for those needed repairs/upgrades.
- Hedges near the Pre-school playground have been scheduled for trimming and should be completed on September 26 th . On that same day, there are several dead trees that will also be removed.
- Our IT department is working on replacing our current internet system. We are expecting all necessary equipment sometime soon so that this new internet system can be installed.
- We still continue to work with Unified Building Group on several concern areas, as it pertains to our gymnasium. Some of the areas of concern include:
 - failing paint inside the gym
 - the ground around the gym sinking
 - failing concrete on the exterior gym stairways
 - ongoing drainage problems.
- We recently experienced damages to one of our playground basketball goals. It was backed into and loosened, in its concrete setting, by one of our trash provider's trucks. A claim has been filed and, subsequently, opened on behalf of the trash provider. Scheduling of a repair time is still being determined.



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item:E.5. Events Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Tara Jennings

Contact email: Tara.Jennings@NewSummitCharter.Org

Citation:

Background Information:

Board participation in school events contributes to the overall health, vibrancy, and success of the school community. It creates a bridge between decision-makers and those directly impacted by those decisions, fostering a collaborative and supportive educational environment.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

School event and board participation opportunities for the next month.



Events Report

As of Oct 1, 2025

Month:

- School start and end times 8:00 - 3:10 pm
- Early Release Day start and end times 8:00 - 1:10 pm

Week:

- 10/29 - 11/03 Fall Book Fair
- 10/13 - 10/17 Fall Break

Day:

- 10/02 - 4th Grade Field Trip - Garden of the Gods Visitor Center
- 10/02 - Cheerleading Tryouts Day 1 3:15 - 5:00 pm
- 10/02 - Soccer Banquet 5:30 - 6:30 pm
- 10/03 - Cheerleading Tryouts Day 2 3:15 - 5:00 pm
- 10/04 - Running Flurries Meet (K-5) 10:00 -11:00 am at Mtn Ridge MS
- 10/06 - Boys Basketball Tryouts 3:15 - 5:00 pm
- 10/07 - Monthly Finance Meeting
- 10/09 - Parent/Teacher Conferences - No Students
- 10/10 - Teacher In-Service - No Students
- 10/10 - End of 1st Quarter
- 10/14 - EAC Board Meeting
- 10/20 - Start of 2nd Quarter
- 10/21 - Boys Basketball Scrimmage Vs PPSEL at NSCA 4:00 pm
- 10/22 - Early Release Day
- 10/22 - All Staff Training
- 10/25 - Fall Festival
- 10/27 - 5th Grade Field Trip to Young Ameritowne
- 10/27 - Boys Basketball Game #1 (Away) at/vs James Irwin Middle School
- 10/28 - Picture Day Make-Ups 8:15 am
- 10/29 - Boys Basketball Game #2 (Away) at/vs Peyton Middle School

- 10/30 - CDE School Visit 9:00 am
- 11/03 - Boys Basketball Game #3 (Home) vs RMCA
- 11/05 - Early Release Day
- 11/05 - Staff Meeting 1:45 pm
- 11/05 - Boys Basketball Game #4 (Away) at/vs Monument Academy
- 11/05 - Atrium Rental - Briargate HOA 5:30 - 8:00 pm
- 11/05 - NSCA BOD Meeting 6:00-8:00 pm



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item: E.6. SAC Meeting Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Jenn Reissig

Contact email: Jenn.Reissig@NewSummitCharter.Org

Citation:

Background Information:

School Accountability Committees play a critical role in ensuring that schools are meeting the educational needs of students and are accountable to the community they serve. School Accountability Committees ensure that schools are providing a high-quality education. This can help to promote academic achievement, reduce achievement gaps, and increase graduation rates.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☒ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



SAC Meeting Report

As of Oct 1, 2025

S.A.C. Meeting Agenda

September 29, 2025
7899 Lexington Drive
Colorado Springs, CO 80920

- I. Welcome and Something Good (Mrs. Reissig) 4:00
- II. Introduction of SAC Members(Mrs. Reissig) 4:05
- III. SAC Bylaws Review/Voting on SAC Chair and Co Chair (Mrs. Reissig) 4:10
- IV. School Performance Framework/UIP (Mrs. Reissig) 4:25
- V. Regular Standing Principal Updates (Mrs. Reissig) 4:35
 - We will be starting a candy collection competition for the fall Festival
 - Booster Fun Run will be happening in November
 - Chipotle Fundraiser on 9/30
 - Update on the Influenced Parent Night
 - Club/sports update
 - CoGAT testing starting for 3rd and 6th grade

- VI. Enrollment Update (Mrs. Reissig) 4:45
- VII. DAC Updates (Mr. Ravetti) 5:00
- VIII. VAdjournment (SAC Chair) 5:15

Next Meetings:
December 8, 2025
February 23, 2026
May 11, 2026



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

Agenda Item: E.7. YPC Report

- ☒ Consent
- ☐ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Staff Contact: Simone Null, YPC Board Secretary
Contact email: Simone.Null@newsummitcharter.org
Citation:

Background Information:

Our Yeti Parent Committee plays a crucial role in creating a collaborative, supportive, and engaging school community. It enhances communication, fosters parental involvement, supports teachers, and contributes to the overall success and well-being of students.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025



YPC Report

As of Oct 1, 2025

Yeti Parent Committee (YPC) Update



- Welcomed an **entirely new board** for the 2025–26 school year.
 - Jamie Pluemer, President
 - Erin Rivera, Vice President
 - Simone Null, Secretary
 - Tara Jennings, Treasurer
- Focus this year: **building up parent involvement** and strengthening school–home connections.
- **Fall Festival** is the first big event — we have **10 parent volunteers** already signed up to host activity tables.
- New incentive: parents earn **Yeti Coins for their students** when they volunteer.
- **Website Revamp**: Nikki redesigned the YPC site to be more accessible and engaging for families.
- **Fundraising**: Selling treats on **Early Release Wednesdays** to raise funds and build community.
- **School Support**: Parents donating items for the new **Yeti Store**, which highlights CKH character traits.
- **Teacher Appreciation Dinner** planned during Parent-Teacher Conferences on **October 9th**.
- **Parent Survey** on meeting times: results split between mornings, right before dismissal, and after school.
 - Plan: vary meeting times throughout the year and provide a **virtual option**.
- **Teacher Grants**: Staff can apply for YPC mini-grants.
 - Already awarded **three grants** to cover field trip costs for students in need.



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

- ☐ Consent
- ☒ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: F.1. UIP Review

Staff Contact: Kim.McClelland and Jennifer Reissig

Contact email: Kim.McClelland@newsummitcharter.org

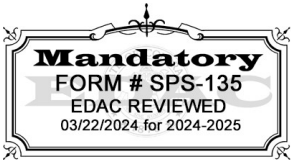
Citation:

Background Information: Unified Improvement Plans (UIPs) are annual strategic documents required for all public schools and districts in Colorado. They function as a centralized framework for identifying performance gaps, setting goals, and outlining actionable strategies to improve student outcomes. The process highlights data-driven decision-making and stakeholder participation, shifting from one-time planning to a continuous cycle of improvement. UIPs serve as a proactive tool for systemic progress, helping Colorado schools meet accountability standards while directly enhancing educational quality and equity. For specific school plans, visit the CDE's UIP resources. The New Summit team has recently been working on the draft due to the district in collaboration with Jennifer Strawbridge.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☒ Teachers
- ☒ Administrators
- ☒ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information: The 2025 UIP is due in October.



Executive Summary

School Information

School Name	Grades Served	Phone
New Summit Charter Academy	NA	7192831731
District Name	Website	Description
		<p>New Summit Charter Academy (NSCA) is a K–8 charter school, opened in 2018, located in the northeastern quadrant of Colorado Springs and authorized within Academy District 20. The school was founded in response to community demand for a learning environment where parents are active partners in their children’s education. NSCA emphasizes both academic rigor and character development, creating a safe and supportive environment where students are empowered to become critical thinkers, lifelong learners, and contributing members of society.</p> <p>The mission of NSCA is to develop a safe educational community that emphasizes a love of learning and inspires and equips students to reach “New Summits.” This mission is realized through a content-rich curriculum built on the Core Knowledge Sequence, Singapore Mathematics, and literacy development that emphasizes critical thinking and problem solving. Instruction is differentiated through flexible skill-level groupings and targeted interventions, including daily What I Need (WIN) time for reading</p>

and math, to ensure each student receives the appropriate level of challenge and support.

NSCA also prioritizes the development of character and relationships. The schoolwide implementation of the Capturing Kids’ Hearts philosophy, which has earned national recognition, underscores a culture of trust and respect. Core values of respect, achievement, resilience, teamwork, and integrity guide daily interactions and decision-making. Programs such as the House of Yeti build relational capacity and foster leadership among students, creating a cohesive and supportive school culture.

Professional Learning Communities (PLCs) play a central role in NSCA’s instructional practices. Teachers collaborate to identify essential standards, monitor student progress, and adapt instruction based on both formative and summative assessment data. This approach ensures that instruction is responsive, intentional, and aligned with the school’s goal of fostering both academic excellence and personal growth.

School Contact Information

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Relationship of UIP Elements



Student Performance
Priorities



Root Cause



Major Improvement
Strategies



Student Performance Priorities

Student Performance Priority Summary

• Evidence and Reasoning for the Selection of Student Performance Priorities

New Summit Charter Academy’s (NSCA) Student Performance Priorities are informed by results from the 2023–2025 School Performance Frameworks (SPF), NWEA MAP benchmarks, and school-based observations. While NSCA continues to demonstrate strong achievement in several areas, growth has not consistently met

expectations, and supports for special populations have been applied with varying effectiveness. The following priorities are designed to sustain areas of strength while addressing persistent challenges.

1. Academic Growth in Reading/English Language Arts

Reading achievement has been a relative strength for NSCA. Over the past three years, CMAS ELA scores for all students have consistently met expectations, with mean scale scores above the state 50th percentile. Despite strong academic achievement data, elementary growth on the 2025 SPF was rated as not meeting state expectations, with a median growth percentile of the 26th percentile. This suggests that while many students are meeting grade-level expectations, those with significant gaps are not consistently making the accelerated growth needed to close them. Inconsistent WIN rotations, pacing challenges, and variability in instructional strategies across classrooms contribute to uneven outcomes. The priority is to build on strong reading achievement by ensuring consistent implementation of interventions and deeper alignment across grade levels.

The school's internal metric, NWEA MAP, contradicts the results shown on the 2025 SPF, as the median conditional growth percentile in reading for elementary students in 2024-25 at the 63rd percentile, a 15 point increase from 2023-24. Middle school students saw a similar increase on the NWEA MAP reading assessment, increasing from the 37th percentile in 2023-24 to the 57th percentile in 2024-25. These gains reflect the impact of intentional reading interventions, DIBELS progress monitoring, and targeted small-group instruction.

2. Academic Achievement and Growth in Mathematics

Mathematics remains an area of needed improvement. NSCA's 2025 SPF results show that achievement in mathematics met state expectations at the elementary and middle school level, with the middle school seeing a 20 point increase from 2023-24 and a 32 point increase since 2022-23. However, NSCA academic growth at the elementary level lagged behind, approaching state expectations. Middle school academic growth maintained a strong growth percentile over the last two years, a 12 point increase from 2022-23.

Strengths include students' ability to demonstrate procedural fluency, supported by the school's use of Eureka Math and targeted small-group interventions. At the same time, observations point to gaps in problem-solving and communication, as students often struggle with explaining their reasoning in writing and using precise mathematical vocabulary. Vertical alignment and consistent exposure to rigorous multi-step problem types remain areas for growth. Focusing on these skills will better prepare students for long-term mastery and success on both state and national assessments.

3. Supports for Special Populations

A growing number of students at NSCA require specialized supports, including students with IEPs, 504s, or gaps due to mobility and learning interruptions. SPF data show that these groups often fall below expectations. NSCA has strengths in this area as well. The school maintains a strong culture of care, supported by Capturing Kids' Hearts and WIN intervention blocks. Small-group instruction and gap-focused skill building are in place and have contributed to successes for many students. However, uneven access to consistent supports, particularly for students with disabilities, multilingual learners, and those with the most significant gaps, continues to limit adequate growth. Strengthening MTSS implementation, aligning interventions across grade levels, and ensuring all teachers have the tools to differentiate effectively will help these students achieve more consistent progress.

Summary

Overall, New Summit Charter Academy demonstrates strong achievement outcomes, particularly in reading, and has shown positive growth trends on internal measures such as NWEA MAP. Reading achievement has consistently met state expectations, and recent increases in growth percentiles across both elementary and middle school highlight the success of targeted interventions, progress monitoring, and small-group instruction. Mathematics performance also shows areas of strength, with notable increases in middle school achievement and growth over the last three years.

SPF results identify important areas for continued focus. Elementary growth in reading and math has not consistently met expectations, suggesting that students with learning gaps need more accelerated progress. In addition, while supports for students with IEPs, 504s, and multilingual learners are in place, their effectiveness has varied across classrooms and grade levels. Strengthening the consistency of interventions, ensuring vertical alignment, and expanding the use of rigorous, standards-aligned instructional strategies will help sustain NSCA’s strengths while addressing persistent gaps.

Student Performance Priority: Academic growth is lower than state and school expectations 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?

Elementary ELA MGP: 26th %ile

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

55th %ile

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

45th %ile

What is the current performance of this Student Performance Priority?

Middle ELA MGP: 47th %ile

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

55th %ile

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

50th %ile

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

NWEA MAP reading and language usage
NWEA MAP reading and language usage

Interim Measure and Target? Measurement Dates

NWEA MAP reading and language usage
NWEA MAP reading and language usage

Student Performance Priority: Academic achievement & growth are lower than school expectations in mathematics

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?

Middle mathematics MGP: 56th %ile

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

62nd %ile

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

59th %ile

What is the current performance of this Student Performance Priority?

Elementary mathematics achievement: 736.2 (54th %ile)

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

744

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

740

What is the current performance of this Student Performance Priority?

Middle mathematics achievement: 735.3 (62nd %ile)

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

741

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

738

What is the current performance of this Student Performance Priority?

Elementary mathematics MGP: 35th %ile

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")

All Grades Served

Interim Measure and Target?

Measurement Dates

NWEA MAP mathematics
NWEA MAP mathematics

Interim Measure and Target?

Measurement Dates

NWEA MAP mathematics
NWEA MAP mathematics

Interim Measure and Target?

Measurement Dates

NWEA MAP mathematics
NWEA MAP mathematics

55th %ile	Interim Measure and Target?	Measurement Dates
What is the 1-year (end of 2025-26) measure and target?	NWEA MAP mathematics	
45th %ile	NWEA MAP mathematics	

Student Performance Priority: Inconsistent supports and consequential adequate growth for special populations

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.)	What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")	
Free/Reduced Eligible Lunch English Learners/Multi-Language Learners Students with disabilities/IEPs Students with 504 plan Students identified as Gifted and Talented	All Grades Served	

READ Act Targets

What is the current performance of students in reaching grade level expectations by the end of grade 3?		
2023-24 EOY NWEA MAP reading (3rd grade proficiency): 62.2%; 2024-25 EOY NWEA MAP reading (3rd grade proficiency): 78.6%	What is the interim measure (e.g., tool or assessment) and specific mid-year target?	On what date will the school measure this interim target?
What is the 2-year (end of 2026-27) measure and target?	NWEA MAP reading	
EOY NWEA MAP reading (3rd grade proficiency): 85%	NWEA MAP reading	
What is the 1-year (end of 2025-26) measure and target?	NWEA MAP reading	
EOY NWEA MAP reading (3rd grade proficiency): 81%		
What is the current performance of students with a significant reading deficiency (SRD)?		
2024-25 EOY NWEA MAP reading (percentile rank - K-3): 22nd %ile	What is the interim measure (e.g., tool or assessment) and specific mid-year target?	On what date will the school measure this interim target?
What is the 2-year (end of 2026-27) measure and target?	NWEA MAP reading	

36th %ile

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

30th %ile

NWEA MAP reading
NWEA MAP reading
NWEA MAP reading

Root Cause Analysis



Academic growth is lower than state and school expectations in ELA



Inconsistent Implementation of High-Quality Instructional Practices

Provide a brief description of this Root Cause.

Instructional practices are not implemented with consistent fidelity. While NSCA has strong curricular frameworks in place, Core Knowledge in literacy and Eureka Math in mathematics, classroom observations and student work reveal variation in pacing, use of formative assessment, and the level of rigor provided. In reading, many students meet grade-level benchmarks, yet those with significant gaps are not consistently making the accelerated growth necessary to close them. In mathematics, students demonstrate procedural fluency but often lack opportunities to engage in problem solving, communicate reasoning, and apply vocabulary with precision. These inconsistencies contribute to uneven student growth, particularly in elementary grades, even when achievement outcomes remain relatively strong.

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.

The identification of this root cause was based on multiple sources of evidence. On the 2025 SPF, elementary ELA growth did not meet state expectations, with a median growth percentile of 26th percentile, and elementary math growth approached state expectations at the 35th percentile. Internal NWEA MAP results provided a contrasting picture: elementary students showed 63rd percentile reading growth during the 2024-25 school year (up from the 48th percentile in 2023–24); middle school reading growth on NWEA MAP improved from 37th percentile to the 57th percentile in 2024-25. When looking mathematics growth on the NWEA MAP assessment, elementary performed at the 47th percentile, while middle school showed 37th percentile growth. Leadership walk-throughs and PLC reviews provided further evidence, showing differences in instructional rigor and alignment across classrooms. The 5 Why’s protocol was used with PLCs to analyze why student growth remained below expectations, and the School Accountability Committee (SAC), Board of Directors, and teacher teams confirmed that inconsistent instructional practice was a systemic issue limiting student growth across content areas.



Inconsistent Use of Data to Inform Instructional Decisions

Provide a brief description of this Root Cause.

While NSCA has invested in data systems and PLC structures, the consistent use of data to guide instructional decision-making remains underdeveloped. Some teams effectively analyze NWEA MAP, DIBELS, and classroom assessment data to design interventions and monitor effectiveness, while others engage in surface-level data reviews without adjusting instruction. As a result, interventions are not applied equitably, and opportunities to accelerate growth for students performing below grade level are missed.

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.

Evidence for this root cause came from a comparison of state and local assessments, process reviews, and stakeholder feedback. NWEA MAP results showed strong conditional growth percentiles. In 2024–25 elementary reading rose to the 63rd percentile and middle school to the 57th percentile, both significant increases from the prior year. Yet CMAS results for elementary students did not reflect this growth, suggesting gaps in the translation of progress monitoring into long-term outcomes. DIBELS progress monitoring also highlighted a pattern: students receiving targeted interventions showed accelerated growth, while peers without consistent follow-up lagged behind. Review of PLC artifacts demonstrated uneven use of common formative assessments and variation in the depth of data conversations across grade levels. Leadership noted that while structures existed, their use was inconsistent, and progress monitoring protocols were not fully embedded into instructional decision-making. To validate this analysis, NSCA’s leadership facilitated the 5 Why’s protocol with teacher teams, and findings were reviewed with the SAC and Board. Teachers acknowledged uneven confidence in using data and utilization of data to inform interventions. Collectively, these sources confirmed that inconsistent use of data to inform instruction was a systemic barrier to equitable growth.



Lack of Structures and Processes to Ensure Equitable Access to Supports

Provide a brief description of this Root Cause.

NSCA has established WIN intervention blocks and a culture of care grounded in Capturing Kids’ Hearts; however, formal structures and processes to guarantee equitable access to supports are not consistently applied. Students with IEPs, 504s, multilingual learners, and those experiencing mobility often face variability in the availability and alignment of interventions. Collaboration between general education and special services staff is not consistently embedded into schedules, and MTSS processes lack uniformity in referral, intervention, and progress monitoring. These gaps result in uneven outcomes for students with the highest needs, limiting their ability to achieve adequate growth.

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 confirmed by analyzing disaggregated achievement and growth outcomes alongside reviews of school processes. On the 2025 SPF, CMAS subgroup data indicated that students with disabilities and students eligible for free/reduced lunch underperformed compared to overall averages, with many not demonstrating adequate growth. While many students improved with targeted interventions, others received inconsistent access due to scheduling and resource limitations. NWEA MAP results showed overall improvement schoolwide, but disaggregated analysis revealed persistent gaps between subgroups and their peers. Review of MTSS documentation revealed variability in referral procedures and progress monitoring practices across grade levels. Teacher feedback in PLCs emphasized a need for clearer structures to guide intervention decisions, and SAC members raised concerns about inconsistent communication around special services. Using the 5 Why’s protocol, leadership teams confirmed that the absence of robust, schoolwide systems for equitable access was a root cause. Stakeholders agreed that building stronger processes for alignment and collaboration would be critical to ensuring consistent growth for special populations.



Academic achievement & growth are lower than school expectations in mathematics



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Inconsistent supports and consequential adequate growth for special populations



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Major Improvement Strategies



Strengthen Instructional Consistency and Rigor Across ELA and Mathematics

Major Improvement Strategy Category

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

New Summit will ensure that all students experience high-quality instruction aligned to the Colorado Academic Standards and the Core Knowledge sequence, with explicit attention to vertical alignment across grade levels. Instruction will emphasize a balance of knowledge acquisition, skill development, and rigorous practice in reading, writing, and mathematics. Teachers will consistently apply schoolwide instructional expectations and formative assessment practices to address gaps in literacy and numeracy.

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

- Inconsistent Implementation of High-Quality Instructional Practices
- Inconsistent Use of Data to Inform Instructional Decisions
- Lack of Structures and Processes to Ensure Equitable Access to Supports

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

A strong body of research affirms that content-rich, knowledge-centered instruction is one of the most powerful drivers of long-term academic achievement. E. D. Hirsch’s work on the Core Knowledge approach demonstrates that systematic exposure to a coherent sequence of content builds the background knowledge necessary for reading comprehension, critical thinking, and cultural literacy, skills that are foundational for lifelong learning and civic participation and align directly with New Summit’s mission to inspire a love of learning and prepare students to “reach new summits.” In mathematics, the National Research Council (2001) and the National Council of Teachers of Mathematics (2014) highlight the importance of integrating procedural fluency, conceptual understanding, and application through problem-solving. Rigorous, standards-based instruction that challenges students with high expectations while also providing scaffolds for those with unfinished learning has been shown to accelerate growth and close achievement gaps (Stein & Smith, 1998; What Works Clearinghouse, 2020). Additionally, schools that commit to vertical alignment across grade levels create greater coherence in skill development and improve outcomes for all learners (Marzano, 2003). This evidence base underscores the need for New Summit to pursue consistent, rigorous ELA and math instruction anchored in Core Knowledge while ensuring equitable access to grade-level content for every student.

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



Build a Culture of Data-Driven Decision Making in PLCs

Major Improvement Strategy Category

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

New Summit will strengthen professional learning communities (PLCs) as the engine for instructional improvement. Teachers will engage in structured cycles of inquiry: planning from standards, analyzing common formative assessment data, identifying student needs, and adjusting instruction. PLCs will integrate classical pedagogy and Core Knowledge content, ensuring that data-driven adjustments enhance, not replace, the content-rich curriculum.

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

- Inconsistent Implementation of High-Quality Instructional Practices
- Inconsistent Use of Data to Inform Instructional Decisions
- Lack of Structures and Processes to Ensure Equitable Access to Supports

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

The use of structured professional learning communities (PLCs) to analyze student data and plan instruction is well-supported by educational research. DuFour and Eaker (1998, 2008) demonstrate that when teachers work collaboratively to examine evidence of student learning, identify misconceptions, and adjust instruction, student achievement improves across grade levels and subjects. Darling-Hammond et al. (2017) further affirm that ongoing, job-embedded professional development, particularly within collaborative structures such as PLCs, is significantly more effective than one-time training sessions. Within classical and Core Knowledge schools, this data-driven approach does not replace rich curriculum but rather ensures that teachers are attentive to how well students are mastering the essential content and skills embedded in the sequence. The Colorado Department of Education’s Strategy Guide on Data-Driven Instruction (CDE, 2022) cites evidence that schools with strong data cultures see higher growth in student achievement, especially when teachers have common formative assessments tied to standards and meet regularly to review results. Additional resources from the Solution Tree's PLC Implementation Guide will help drive the PLC process. For New Summit, building this culture of collaborative inquiry will ensure that teachers preserve the integrity of Core Knowledge while also using evidence to refine instruction, provide targeted supports, and foster equity in student outcomes.

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



Strengthen MTSS and Special Services to Ensure Equitable Access to Supports

Major Improvement Strategy Category

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

New Summit will formalize a Multi-Tiered System of Supports (MTSS) that provides timely interventions, extensions, and specialized services so that all students, particularly those with disabilities, multilingual learners, and students performing below grade level, have

equitable access to the Core Knowledge curriculum. Staff will be trained to use data from universal screeners, progress monitoring, and a body of evidence to provide differentiated support aligned with student needs.

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

- Inconsistent Implementation of High-Quality Instructional Practices
- Inconsistent Use of Data to Inform Instructional Decisions
- Lack of Structures and Processes to Ensure Equitable Access to Supports

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

A clearly defined Multi-Tiered System of Supports (MTSS) is widely recognized as an evidence-based framework for addressing the diverse academic and behavioral needs of students. Research from the National Center on Intensive Intervention (2019) shows that early identification and tiered intervention significantly improve long-term outcomes for struggling learners. Fuchs and Fuchs (2006) found that systematic progress monitoring and the timely provision of targeted supports can reduce the number of students who require intensive remediation in later grades. For Core Knowledge and classical schools, MTSS plays an essential role in ensuring that all students, regardless of background, disability status, or language proficiency, can access the rich content that defines the model. When general education and special service providers collaborate effectively, students with learning differences make greater progress and are more fully integrated into the academic community (McIntosh & Goodman, 2016). New Summit’s mission emphasizes both academic excellence and character development, and MTSS supports this mission by ensuring that no student is excluded from the opportunity to engage with rigorous content, while also fostering perseverance, resilience, and a sense of belonging. This evidence base affirms that strengthening MTSS and special services is central to the school’s vision of cultivating a safe, inclusive learning environment where all students can thrive.

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

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	<input checked="" type="checkbox"/> 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	Districts and Schools Serving K-3	<input checked="" type="checkbox"/> I agree

percentage of students who achieved grade level expectations in reading.

Attachments

- 2025-26 NSCA UIP_brainstorming - Implementation and Action Plan.pdf

New Summit Charter Academy – Three-Year Implementation & Action Plan (2025–2028)

Major Improvement Strategy 1: Strengthen Instructional Consistency and Rigor Across ELA and Math

Expected Change in Adult Behaviors/Systems

Teachers and instructional staff will consistently implement Core Knowledge in ELA and Eureka Math with fidelity to pacing, rigor, and assessment expectations. Instruction will be rooted in classical pedagogy, including Socratic questioning, oral narration, and discourse-based learning, and embedded in daily practice. Grade-level teams will design and use vertically aligned instructional roadmaps and calibrated common assessments to ensure continuity of essential knowledge and skills. Writing instruction will be strengthened through integration of RACE strategies and calibrated rubrics across grades. Strong teachers will model practice and host peer observations; feedback cycles will be routine and anchored to look-fors.

Monitoring Responsibility: Principal (overall), Instructional Coach, Teacher Leaders

Implementation Milestones & Monitoring

Timeframe	Implementation Milestone	Monitoring & Data	Targeted Progress	Responsible Party
Year 1 (Aug–May 2026)	Launch vertical alignment days K–8; create Core Knowledge & Eureka roadmaps with essential standards	Agendas, artifacts, published roadmaps	By May 2026: Elem ELA MGP 26th→45th; MS ELA 47th→50th; Elem Math MGP 35th→45th; MS Math 56th→59th	Principal, Instructional Coach
Year 1, S1 (Aug–Dec 2025)	PD cycle 1: Model & implementation of high-fidelity practices, math discourse routines, RACE writing mini-lessons	PD sign-ins, exit tickets, walkthrough tallies of discourse elements	≥80% staff report readiness; ≥60% of rooms evidence discourse routines by Oct	Instructional Coach, Teacher Leaders
Year 1, S1 (Aug–Nov 2025)	Create unit CFAs (ELA writing prompt + math multi-step task); rubric calibration session #1	CFA bank, calibrated rubrics, inter-rater reliability logs	100% grades submit CFAs; IRR ≥0.8 across samples	PLC Leads
Year 1, Q2 (Nov–Jan 2026)	Coaching cycle 1: model–co-teach–observe–feedback on roadmap-aligned lessons	Coaching logs, look-for rubric, teacher reflections	≥70% classrooms meet roadmap fidelity indicators	Instructional Coach

Year 1, Q2 (Nov–Dec 2025)	Peer observations: each teacher completes 1 guided observation of another teacher	Observation forms, debrief notes	100% completion; ≥80% report actionable takeaways	Teachers
Year 1, Q2 (Nov–Dec 2025)	CFA implementation #1; writing calibration #2; math task scoring moderation	PLC minutes, CFA results dashboard	≥75% students meet CFA proficiency; gaps flagged for WIN plans	PLC Teams
Year 1, Q3 (Jan–Mar 2026)	PD cycle 2: differentiation within Core Knowledge; reasoning & representation in math; rigor	PD artifacts, walkthrough data on differentiation	Walkthroughs show ≥80% evidence of planned scaffolds	Instructional Coach
Year 1, Q3 (Jan–Mar 2026)	CFA implementation #2; rubric calibration #3; vertical student work analysis	Calibration logs, anchor papers, student work gallery	CFA proficiency improves ≥5 pts vs Q2; writing rubric medians up 0.3	PLC Leads
Year 1, Q3 (Jan–Apr 2026)	Instructional rounds: cross-grade look-fors on instructional strategies, problem solving, and text-based writing	Rounds rubric, feedback memos to teams	≥80% classrooms meet fidelity; action plans for remaining	Leadership Team
Year 1, Q4 (Apr–May 2026)	CFA implementation #3 and end-of-year calibration; publish exemplars	CFA dashboards, exemplar repository	≥80% students meet CFA proficiency schoolwide	PLC Teams
Year 1, Q4 (Apr–June 2026)	Reflection and roadmap revision for 2026–27 based on CFA/MAP outcomes	Roadmap change log; MAP reports	UIP Year 1 targets met (see ELA/Math above)	Principal, Instructional Coach

Year 2 (2026–27)	Socratic seminar moves; Scale high-fidelity practices; deepen vertical coherence; add writing block as per site plan	Rounds rubric; schedule artifacts	ELA MGP Elem/MS ≥55th; Math MGP Elem 55th / MS 62nd; Elem MAP Ach 744; MS MAP Ach 741	Leadership Team
Year 3 (2027–28)	Sustain & innovate: advanced discourse routines, interdisciplinary writing, student-led seminars	Walkthroughs, student artifacts, seminar logs	Maintain ≥55th MGP ELA/Math; ≥90% meet MAP growth or achievement targets	Principal, Instructional Coach

Major Improvement Strategy 2: Build a Culture of Data-Driven Decision Making in PLCs

Expected Change in Adult Behaviors/Systems

PLC teams will implement a common, schoolwide data protocol using MAP, DIBELS, CMAS, and CFAs to form WIN groups and adjust instruction. PLC leads will facilitate with fidelity, ensuring decisions, interventions, and progress checks are documented and acted upon. Teachers will build confidence and skill in interpreting reports and linking them to precise instructional responses, making data use a daily norm.

Monitoring Responsibility: Principal, Instructional Coach, PLC Leads

Implementation Milestones & Monitoring

Timeframe	Implementation Milestone	Monitoring & Data	Targeted Progress	Responsible Party
Year 1, Q1 (Aug–Oct 2025)	Design PLC protocol; train all staff; build shared agenda/minutes templates	Training logs; protocol document; PLC artifacts	100% trained; ≥80% report confidence launching protocol	Instructional Coach, PLC Leads
Year 1, S1 (Aug–Jan 2026)	Stand up digital data wall (MAP/DIBELS/CFA) with subgroup filters	Dashboard screenshots; usage analytics	All PLCs access dashboard by October	Data Manager, Leadership
Year 1, Q2 (Sept–Dec 2025)	Implement protocol weekly; identify target students; set 6–8 week goals	PLC minutes; WIN rosters; goal trackers	≥90% PLCs document target lists and goals	PLC Leads

Year 1, Q2 (Nov–Dec 2025)	Micro-PD videos: teacher-led exemplars of data-to-instruction moves	Video library; view counts; feedback survey	1+ video per grade band; ≥75% staff report usefulness	Teacher Leaders
Year 1, Q2 (Sept-Dec 2025)	Progress monitoring cycle #1; adjust WIN groups based on checkpoints	Progress monitoring reports; revised rosters	K–3 DIBELS on-track ≥70%; Elem MAP Reading CGP 63rd→65th; MS 57th→60th	Instructional Coach, MTSS
Year 1, (Sept–May 2026)	Subgroup focus meetings: SPED/EL/FRL data dives with action plans	Subgroup action plans; PLC notes	All subgroups with gaps have documented actions	Learning Services
Year 1, Q4 (Apr–June 2026)	End-of-year data review; confirm UIP Year 1 targets; summer learning recs	MAP/DIBELS summaries; UIP tracker	UIP Year 1 targets attained (ELA/Math per UIP)	Leadership Team
Year 2 (2026–27)	Embed dashboard into every PLC; quarterly cross-grade data colloquia	Colloquia agendas; PLC artifacts	Elem MAP Reading CGP ≥67th; MS ≥62nd; DIBELS on-track ≥75%	PLC Leads, Instructional Coach
Year 3 (2027–28)	Continuous improvement cycles; student data talks; teacher-led inquiry teams	Inquiry posters; survey results	Subgroup gaps reduced by 5 points; ≥85% staff report strong data competence	Principal, Instructional Coach

Major Improvement Strategy 3: Strengthen MTSS and Special Services to Ensure Equitable Access

Expected Change in Adult Behaviors/Systems

The MTSS guiding coalition will standardize referral, intervention, and monitoring protocols across grades, scheduling routine co-planning between general and special services. Teachers will implement WIN time with fidelity for targeted intervention and enrichment anchored to progress monitoring. Families will receive regular updates on supports and progress, and twice-yearly equity audits will drive action on subgroup outcomes.

Monitoring Responsibility: Principal, Instructional Coach, Learning Services Team

Implementation Milestones & Monitoring

Timeframe	Implementation Milestone	Monitoring & Data	Targeted Progress	Responsible Party
Year 1, S1 (Aug–Dec 2025)	Form MTSS coalition; define roles; publish MTSS handbook (referral, BOE, monitoring)	Coalition rosters; handbook; meeting minutes	Coalition operating; staff trained on handbook	Principal, Learning Services
Year 1, (Aug–May 2026)	Schedule monthly co-planning (gen ed + SPED/EL/intervention)	Schedules; co-planning logs	≥80% teams meet ≥2x/month	Admin, SPED, EL Staff
Year 1, Q2 (Oct–Dec 2025)	Pilot referral & progress monitoring protocols; align WIN interventions	Referral forms; progress monitoring logs	100% Tier II/III students have plans; fidelity ≥80%	MTSS Team
Year 1, S1 (Sept–Dec 2025)	Family communication templates and conferences for students in tiers	Communication logs; conference agendas	≥90% families receive updates; ≥80% satisfaction	Counselor, Case Managers
Year 1, Q3 (Jan–Mar 2026)	Equity audit #1: analyze subgroup outcomes; adjust supports	Audit report; action items	Subgroup MAP +5 percentile vs baseline by May 2026; K–3 subgroup DIBELS on-track ≥65%	Leadership, MTSS
Year 1, Q3 (Jan–Mar 2026)	Staff PD: differentiation within Core Knowledge/Eureka for diverse learners	PD artifacts; walkthrough checks	Walkthroughs show planned scaffolds in ≥80% rooms	Instructional Coach
Year 1, Q4 (Apr–June 2026)	WIN fidelity audit; summer intervention/enrichment plans	WIN schedules; audit rubrics; student lists	Fidelity ≥85%; summer plans for all Tier II/III	MTSS Team
Year 2 (2026–27)	WIN fidelity audit; summer intervention/enrichment plans	MTSS logs; equity review notes	Another +5 percentile MAP gain for subgroups; K–3 on-track ≥70%	Learning Services

Year 3 (2027–28)	MTSS embedded; proactive identification; stakeholder reporting routine	Audit reports; public dashboards	Subgroup gaps within 5 pts of schoolwide; ≥80% parent satisfaction on supports	Principal, Leadership Team
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Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

- ☐ Consent
- ☒ Information/Report
- ☐ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: F.2. Q1 Dashboard

Staff Contact: Jennifer.Strawbridge

Contact email: Kim.McClelland@newsummitcharter.org

Citation:

Background Information: Reviewing the Quarter 1 Education Dashboard is essential because it provides the first evidence of progress, ensures alignment with the school's long-term goals, engages stakeholders in a transparent way, and allows for timely course corrections that support student achievement and equity.

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☒ Others (list): Eduvero/Mrs. Jennifer Strawbridge

Additional Information:

As of Sep 26, 2025



2025-26 Q1 NEW SUMMIT CHARTER ACADEMY DASHBOARD

- Results from 2025-26 Q1 for metrics included in measuring student academic achievement and academic growth
- Progress toward strategic plan/UIP goals and academic achievement and growth goals

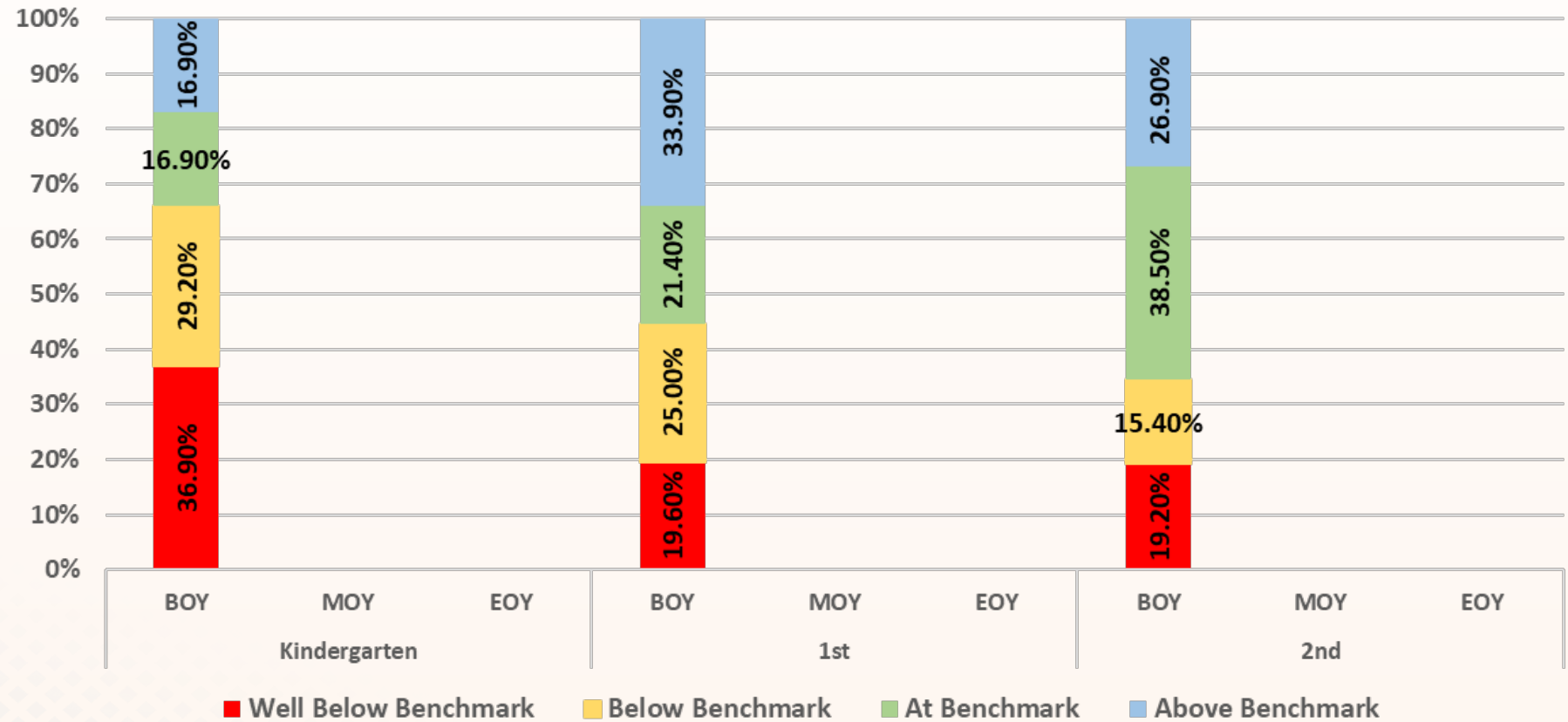
Mission Statement

To build a **safe educational community** that
emphasizes a **love of learning**
and **inspires and empowers** students to reach
New Summits.

ACADEMIC ACHIEVEMENT DIBELS

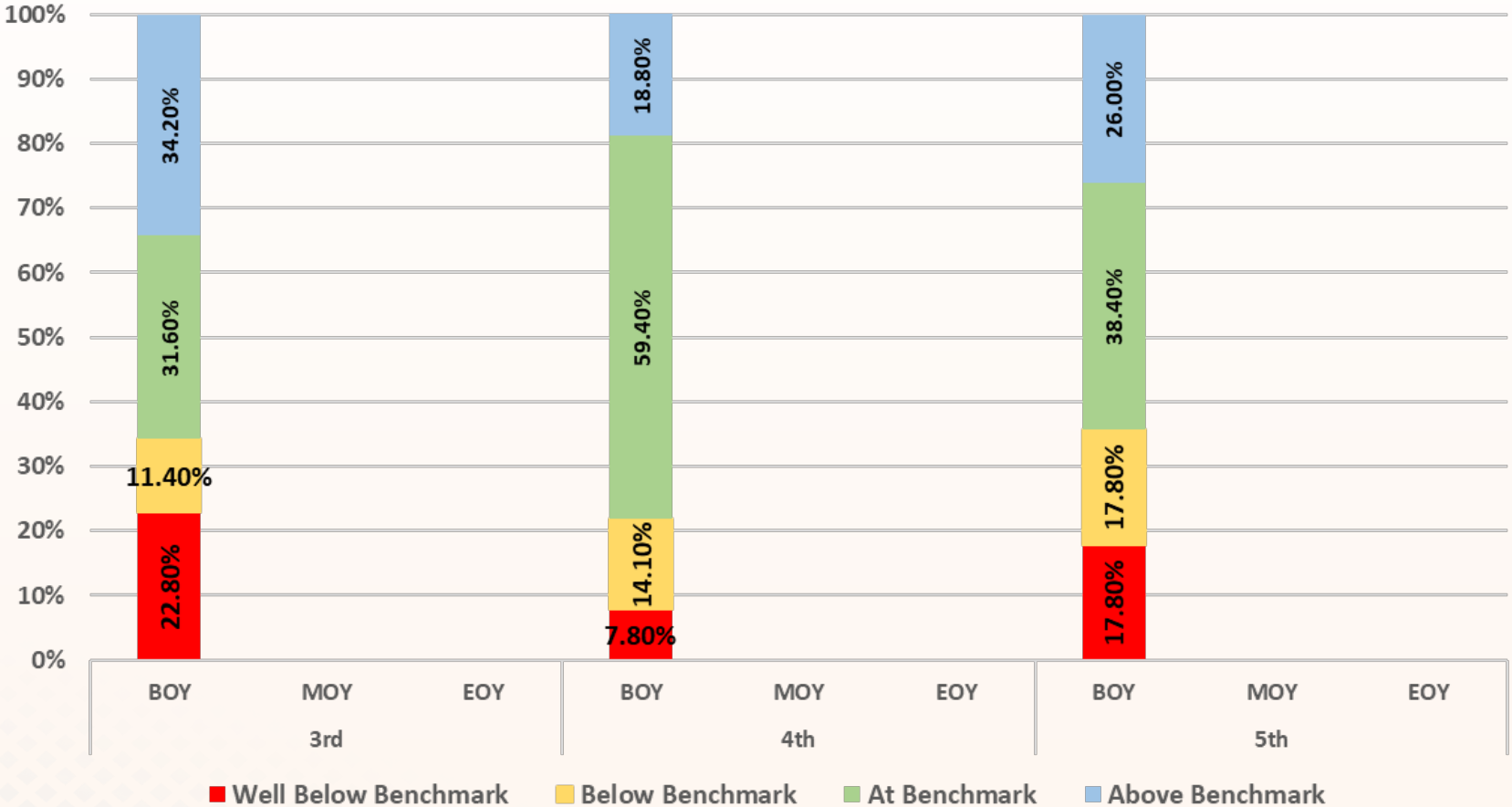
DIBELS— LOWER ELEMENTARY

New Summit Charter Academy
Grades K-2 DIBELS Results (2025-26 BOY, MOY, & EOY)



DIBELS—
UPPER
ELEMENTARY

New Summit Charter Academy
Grades 3-5 DIBELS Results (2025-26 BOY, MOY, & EOY)



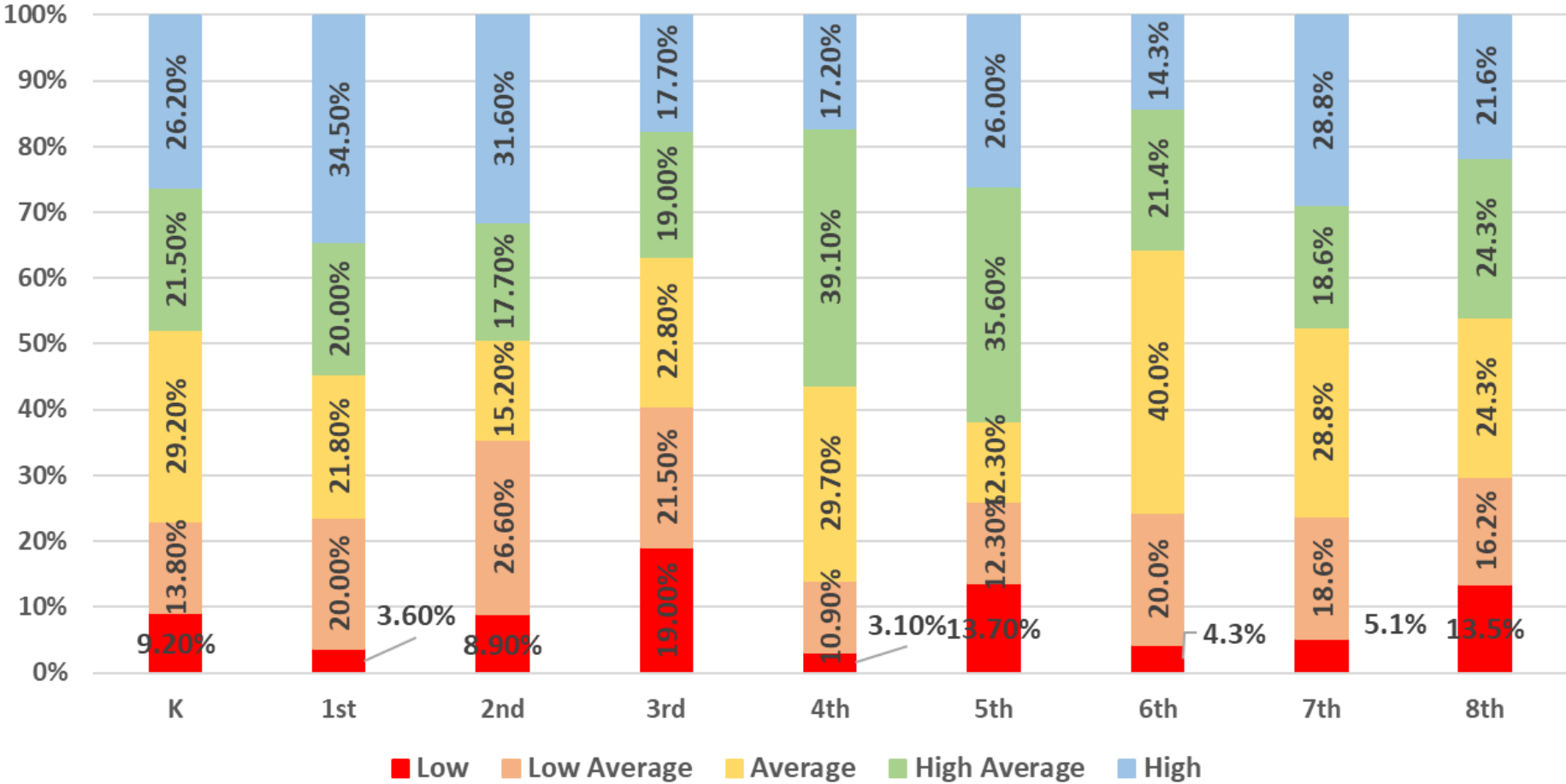
ACADEMIC ACHIEVEMENT

(% of students scoring in each
achievement quintile)

NWEA MAP

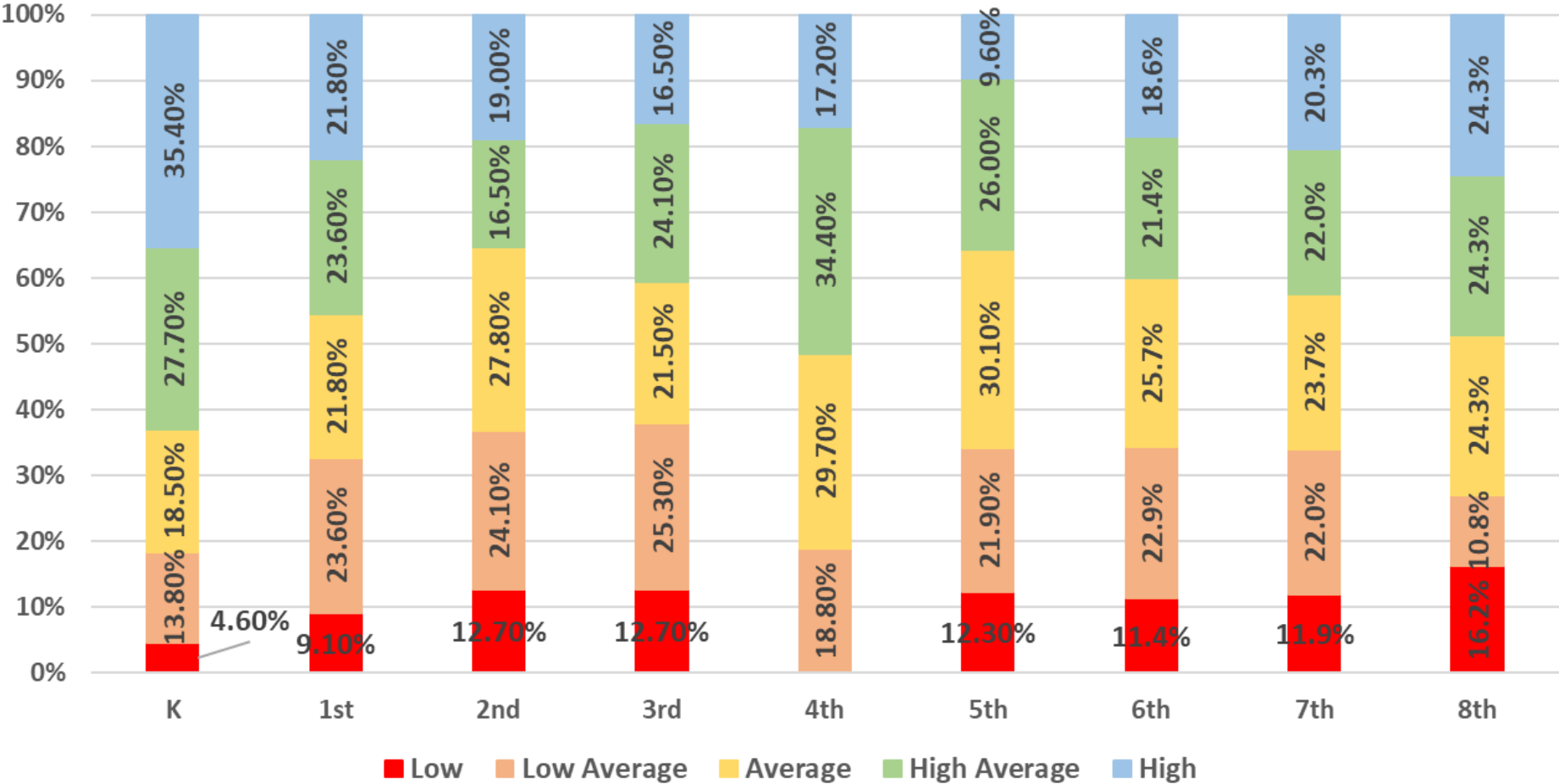
ACADEMIC ACHIEVEMENT

% of New Summit Charter Academy Students Scoring in Each Academic Achievement Quintile on NWEA MAP Reading Assessment
2025-26 Fall Administration



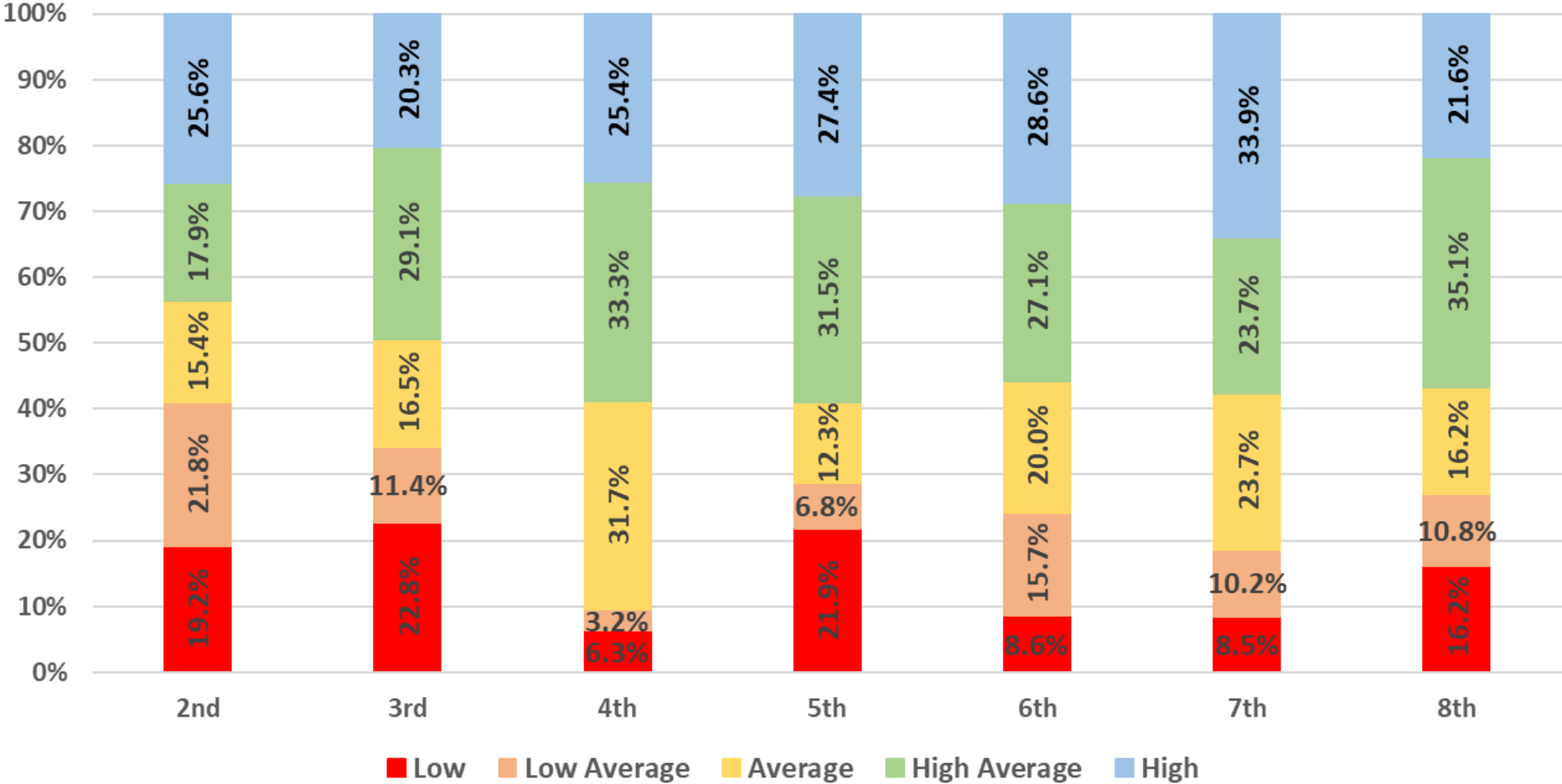
ACADEMIC ACHIEVEMENT

% of New Summit Charter Academy Students Scoring in Each Academic Achievement Quintile on NWEA MAP Mathematics Assessment
2025-26 Fall Administration



ACADEMIC ACHIEVEMENT

% of New Summit Charter Academy Students Scoring in Each Academic Achievement Quintile on NWEA MAP Language Usage Assessment
2025-26 Fall Administration



UIP SUMMARY

2025-26 UIP Development

STUDENT PERFORMANCE PRIORITIES

- Academic growth is lower than school expectations in ELA
- Academic achievement & growth are lower than school expectations in mathematics
- Inconsistent supports and consequential adequate growth for special populations

ROOT CAUSES

- Inconsistent implementation of high-quality instructional practices
- Inconsistent use of data to inform instructional decisions
- Lack of structures and processes to ensure equitable access to supports

MAJOR IMPROVEMENT STRATEGIES

- Strengthen instructional consistency and rigor across ELA and mathematics
- Build a culture of data-driven decision making in PLCs
- Strengthen MTSS and special services to ensure equitable access to supports

GOAL SETTING

School-Wide Continuous Improvement

Goals for 2025-28

FALL 2025 “CLIMBING HIGHER” GOALS

READING

- By spring 2028, 90% of NSCA **elementary school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in reading, as measured by their percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 64.1%)
- By spring 2028, 90% of NSCA **middle school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in reading, as measured by their percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 60.8%)

MATHEMATICS

- By spring 2028, 90% of NSCA **elementary school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in mathematics, as measured by percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 58.6%)
- By spring 2028, 90% of NSCA **middle school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in mathematics, as measured by percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 56.0%)

LANGUAGE USAGE

- By spring 2028, 90% of NSCA **elementary school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in language usage, as measured by percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 64.8%)
- By spring 2028, 90% of NSCA **middle school** students will be either meeting their growth target or scoring at or above the 50th percentile for academic achievement in language usage, as measured by percentile rank (based on RIT score) on NWEA MAP. (fall 2025: 68.1%)

Advanced Learners (all grades – defined by performing above grade level in reading and math)

- By Spring 2028, 50% of the **219 students (math) and 262 students (reading) scoring at the 65th %ile or higher in fall of 2025** will have an achievement percentile of the 75th %ile or higher by spring of 2028 in their high performing subject area(s)

Subgroup Growth

- Each identified subgroup (e.g., ELL, SPED, economically disadvantaged) will demonstrate a minimum 10-point gain in percent meeting growth targets by 2028



Board Meeting Agenda Item

6:00 PM Oct 1, 2025 | Location: NSCA Main Conference Room

Cover Page

- ☐ Consent
- ☐ Information/Report
- ☒ Discussion
- ☐ Action
- ☐ Other Business

Agenda Item: G.1. Executive Director Evaluation Template & Goals
Staff Contact: Kim.McClelland
Contact email: Kim.McClelland@newsummitcharter.org
Citation:

Background Information:

Stakeholders involved in development of recommendation:

- ☐ Students
- ☐ Parents
- ☐ Teachers
- ☒ Administrators
- ☐ School Committee
- ☐ Community
- ☐ Others (list):

Additional Information:

As of Sep 26, 2025

Executive Director Evaluation									
Employee Name					Job Title				
Kim McClelland					Executive Director				
Department					Supervisor				
					Board of Directors				
Start Date with Company		Start Date in Current Position		Review Period Start			Review Period End		
2018				September 2025			May 2026		
Rating System									
Number	Rating	Description							
4	Exceeds	Consistently exceeds the normal expectations for the position; exceeds expected criteria for job duties or competencies; achieves results beyond those expected for the position; at least 80% of the goal was completed.							
3	Meets	Consistently performs all duties of the position in a fully capable manner; meets all expected criteria for job duties or competencies; at least 60% of the goal was completed.							
2	Needs Improvement	Performs many duties in a capable manner; but requires improvement in job duties or competencies to achieve overall satisfactory performance; may require more supervision than expected for assignment; at least 40% of the goal was completed.							
Section 1: Goals									
Annual Goals					Comments			Supervisor Rating	
					[Supervisor comments here]			Met	
					[Supervisor comments here]			Met	
					[Supervisor comments here]			Met	

[illegible]

Section 3: Competencies										
Competency & Description						Comments				Rating
Collaboration: Works collaboratively with other team members within and outside the program area and team. Seeks input from others when making decisions and keeps others adequately informed about their work and decision-making. Offers assistance and support to team members.						[Supervisor comments here]				Met
Continuous Learning: Assesses own strengths and weaknesses. Pursues training and development opportunities. Seeks and applies feedback to improve performance. Shares expertise with others. Strives to build knowledge and skills continuously.						[Supervisor comments here]				Met
Initiative: Sets and achieves challenging goals. Takes appropriate action without direction and seeks solutions to problems instead of simply identifying problems. Follows up to ensure that projects/assignments are completed despite obstacles.						[Supervisor comments here]				Met
Innovation: Develops innovative approaches and ideas. Displays original thinking and creativity. Generates suggestions for improving work. Meets challenges with resourcefulness.						[Supervisor comments here]				Met
Organizational Support: Supports organizational goals and values. Contributes positively to building a team culture. Puts the success of the organization above one's own interests.						[Supervisor comments here]				Met
Quality & Quantity of Work: Completes work on time and within budget. Demonstrates accuracy and thoroughness. Monitors work to ensure all work is of high quality.						[Supervisor comments here]				Met
						Best Fit Description				
Section 5: Feedback										
1. Overall Areas of Strength (to be completed by Supervisor)										
[Supervisor comments here]										
2. Overall Areas to Improve (to be completed by Supervisor)										

<div>[Supervisor comments here]</div>

3. How Can The Board Support the ED further

<div>[Supervisor insights here]</div>

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Section 6: Signatures

Employee	Date	Supervisor	Date
President	Date	Other (Optional)	Date

Employee signature acknowledges receipt of review and does not necessarily indicate agreement. If Employee disagrees with any of the information contained above, Employee understands that Employee may submit a written statement explaining his or her position. This document may be placed in your personnel file.
