



<https://www.elevatedcharterschool.org>
 board@elevatedcharterschool.org
 385-535-1655

Land Trust Plan 2025-2026

Adopted by Council: March 5, 2025

Academic Area

Early / Foundational Reading & Mathematics

Goal #1

By the end of the 2025-26 school year, 60% of Elevated students will be at or above grade-level benchmarks in Reading & Math, or will have increased their foundational competencies (skills) in both Reading and Mathematics by 3%.

Measurement

Student progress will be measured by a combination of: State Standardized Tests, school-based assessments, teacher-based summative assessments, and/or learning portfolios.

Current Data

Reading

	Acadience	Star	Acadience	Star	Acadience	Star	Acadience	Star
	Grade K		Grade 1		Grade 2		Grade 3	
Below Benchmark	62%	No data	43%	14%	52%	6%	34%	25%
At or Above Benchmark	38%	No data	57%	86%	48%	94%	67%	75%

Math

	Acadience	Star	Acadience	Star	Acadience	Star	Acadience	Star
	Grade K		Grade 1		Grade 2		Grade 3	
Below Benchmark	52%	NA	53%	20%	81%	24%	75%	23%
At or Above Benchmark	48%	NA	47%	80%	19%	76%	25%	77%



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Action Plan

1. Elevated Charter School will designate an Intervention & Assessment Coordinator and at least two (2) paraprofessionals dedicated to intervention, small group classes and support.
2. Elevated Charter School's Learning Support Team (LST), consisting of Executive Director, SPED Coordinators, and Intervention/Assessment Coordinator. This team will meet monthly, or as needed, to address student needs brought by teachers and/or parents, and determine next steps to support each student.
3. Elevated Charter School will provide resources, listed in a Learning Support Menu, available to all students in the Family Handbook, to gain and/or reinforce foundational skills in both Reading and Mathematics, including:
 - a. Live online, small group support classes
 - b. IXL for math and reading
 - c. Freckle for math & reading
 - d. Lalilo for early literacy
 - e. Explode the Code hard copy workbooks & online tools
 - f. Spectrum workbooks
4. LST will review resources that build foundational reading and mathematics skills, including digital, hands-on, and paper-based, and then add them to the Learning Support Menu available in the Family Handbook.

Expenditures

Total Land Trust Amount: \$54,610.88

Expenditure Category	Description	Estimated Cost
Salaries	Intervention & Assessment Coordinator 2 Paraprofessionals	\$40,000
Student Materials	Digital, paper-based, & hands-on student materials	\$14,610.88



Final Report: March 2026

Updated Data

Acadience Reading

	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
	Grade K		Grade 1		Grade 2		Grade 3	
At or above benchmark 2025		38%		57%		48%		67%
At or above benchmark 2026	49%	52%	40%	65%	56%	60%	55%	59%
Change		+73%		+88%		+80%		-18%

Acadience Math

	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
	Grade K		Grade 1		Grade 2		Grade 3	
At or above benchmark 2025		48%		47%		19%		25%
At or above benchmark 2026	50%	24%	57%	36%	32%	20%	33%	22%
Change		-50%		-23%		+5.3%		-12%

Conclusions

Reading levels improved for grades K-2 and slightly decreased for Grade 3. Math levels decreased for grades K, 1, and 3, and slightly increased for grade 2.

As a new school, with students enrolled for less than two(2) school years, state testing data does not accurately reflect the impact of instruction and intervention at Elevated Charter School. Other data, such as high rates of advancement out of intervention classes shows that ECS instruction and especially intervention is having a positive impact on student academic progress.

ECS changed math curriculum from the 24-25 to the 25-26 school year. Although we believe the new curriculum is superior, it has taken some adjusting for some students. It requires higher order thinking and more application. We will continue to monitor math scores to measure progress as students have more time with the new curriculum.

For the upcoming school year, the ECS Land Trust Counsel will refine goals to reflect the amount of time students are enrolled in ECS, as well as support a new position at ECS of Assistant Director of Curriculum & Instruction.