

Utah Military Academy – Camp Williams

Comprehensive School Improvement Plan

2026–2029



July 2026

Section I

Executive Summary & School Profile

Section I

Executive Summary and School Profile

Executive Summary

Utah Military Academy–Camp Williams (UMA-CW) is committed to preparing cadets for success in higher education, military service, technical careers, and responsible citizenship through rigorous academics, leadership development, character education, and a culture of disciplined continuous improvement. As a public charter school serving students in grades six through twelve, UMA-CW integrates high academic expectations with a military leadership model that develops scholarship, integrity, accountability, service, and resilience.

During the 2025–2026 school year, UMA-CW was identified by the Utah State Board of Education for **Comprehensive Support and Improvement (CSI)** based upon the academic performance of two federally identified student groups: **Multilingual Learners (MLLs)** and **Students with Disabilities (SWDs)**. Although the school demonstrates significant organizational strengths—including high graduation rates for both identified student groups, strong faculty retention, a positive school culture, and stable leadership—state accountability results indicate that additional improvement is necessary to ensure equitable academic outcomes for all students.

This School Improvement Plan establishes UMA-CW's strategic direction for the 2026–2029 implementation cycle. Rather than introducing numerous independent initiatives, the plan focuses on strengthening the instructional and organizational systems that have the greatest impact on student learning. Schoolwide improvement efforts are intentionally designed to accelerate achievement for Multilingual Learners and Students with Disabilities while improving instructional quality for every cadet.

Consistent with the Academy's leadership philosophy, continuous improvement is viewed as a disciplined process of planning, implementation, evaluation, and refinement. Lasting improvement is achieved through consistent instructional practice, collaborative leadership, evidence-based decision-making, and shared accountability. Accordingly, this plan emphasizes strengthening Tier I instruction, expanding educator capacity, improving progress-monitoring systems, and establishing sustainable organizational practices that will continue well beyond the minimum three-year CSI improvement cycle.

Implementation is organized around four strategic priorities:

- Strengthen high-quality Tier I instruction across all classrooms.
- Improve academic achievement and language acquisition for Multilingual Learners.

- Improve instructional effectiveness and academic outcomes for Students with Disabilities.
- Strengthen organizational capacity through collaborative leadership, professional learning, and evidence-based decision-making.

These priorities provide a focused roadmap for improving student achievement while reinforcing UMA-CW's mission of developing scholars, leaders, and citizens prepared to serve with excellence.

Comprehensive Support and Improvement (CSI) Identification

UMA-CW was formally identified by the Utah State Board of Education for **Comprehensive Support and Improvement (CSI)** during the **2025–2026 school year** based upon the academic performance of Multilingual Learners and Students with Disabilities. This plan represents the school's comprehensive response to that designation and establishes the framework for improvement throughout the required implementation period.

The Academy is committed to meeting state accountability expectations and exiting CSI status at the earliest opportunity permitted under Utah accountability requirements. The goal of this plan is to demonstrate sustained academic growth sufficient to meet state performance expectations within the minimum three-year improvement timeline while establishing instructional systems capable of sustaining continuous improvement beyond the formal CSI designation.

Although accountability measures identified specific student groups requiring accelerated improvement, the Academy has intentionally adopted a schoolwide approach. Strengthening core instruction, expanding collaborative professional learning, improving intervention systems, and increasing implementation fidelity will benefit all cadets while directly addressing the needs of the identified student populations.

Continuous Improvement Philosophy

Leadership development and continuous improvement are foundational principles of both military organizations and high-performing schools. In military environments, readiness is maintained through disciplined planning, continual assessment, deliberate practice, and systematic evaluation. UMA-CW applies these same principles to teaching and learning.

School improvement is viewed as an ongoing cycle:

Assess → Analyze → Improve → Monitor → Sustain

Each phase informs the next through the systematic use of student achievement data, classroom observations, professional collaboration, stakeholder feedback, and implementation

reviews. Decisions are based on evidence rather than assumption, allowing instructional practices to be refined continuously as new information becomes available.

This philosophy extends beyond individual classrooms. Sustainable improvement depends upon organizational systems that support collaboration, accountability, and professional growth. Teachers, administrators, support staff, families, the Governing Board, and community partners each contribute to the Academy's mission and share responsibility for ensuring every cadet has access to high-quality instruction and meaningful opportunities for success.

The purpose of this School Improvement Plan is therefore twofold: to improve academic outcomes for the identified student groups and to strengthen the systems that support instructional excellence across the entire organization. Through disciplined implementation, ongoing evaluation, and a commitment to continuous learning, UMA-CW will build the organizational capacity necessary to sustain high levels of performance well beyond the completion of the 2026–2029 improvement cycle.

School Profile, Purpose, Guiding Beliefs, and Strategic Direction

School Profile

Utah Military Academy–Camp Williams (UMA-CW) is a public charter school serving students in grades six through twelve. The Academy provides a distinctive educational experience that combines rigorous academic instruction with leadership development, character education, citizenship, and service. Through its military leadership model, cadets develop the habits of discipline, accountability, teamwork, and personal responsibility while preparing for success in college, military service, technical education, and future careers.

During the 2025–2026 school year, the official October 1 enrollment was **397 cadets**. UMA-CW serves a diverse student population that includes significant numbers of Multilingual Learners (MLLs) and Students with Disabilities (SWDs), the two student groups identified through the Utah accountability system as requiring accelerated academic improvement. These student populations remain the central focus of this Comprehensive Support and Improvement Plan while continuing the Academy's commitment to providing high-quality instruction and equitable opportunities for every cadet.

The Academy employs 29 faculty and staff members with an average of approximately eight years of professional experience. Approximately 62 percent of instructional staff currently hold professional educator licenses, while educators participating in alternative licensure pathways receive structured administrative mentoring and monthly progress reviews to support successful completion of Utah licensure requirements. Seven bilingual educators further strengthen communication with families and enhance instructional support for multilingual learners.

Faculty stability represents a significant organizational strength. During the previous school year, only one teacher did not return, and that separation resulted from a reduction in force

rather than voluntary turnover. This stability provides continuity in instructional programming and establishes favorable conditions for implementing long-term school improvement initiatives.

Although state accountability measures identified the need to improve academic outcomes for MLLs and SWDs, the Academy enters this improvement cycle with numerous organizational assets, including stable leadership, experienced educators, collaborative professional relationships, strong graduation outcomes for identified student groups, and a school culture grounded in leadership, accountability, and service.

Purpose of the School Improvement Plan

This School Improvement Plan serves as UMA-CW's strategic roadmap for improving instructional effectiveness, strengthening organizational capacity, and increasing student achievement throughout the 2026–2029 implementation period. While the plan fulfills state and federal accountability requirements associated with Comprehensive Support and Improvement status, its primary purpose is to function as a practical leadership document that guides instructional decision-making, professional learning, resource allocation, and continuous organizational improvement.

The Academy recognizes that meaningful improvement is achieved through strengthening systems rather than implementing isolated initiatives. Accordingly, this plan aligns curriculum, instruction, assessment, leadership, professional learning, and stakeholder engagement into one coherent improvement framework. Each strategy included within the plan has been selected because it addresses an identified instructional need, is supported by educational research, and contributes directly to improved student learning.

The plan is intended to be a living document. Progress will be reviewed throughout each school year, implementation strategies will be refined as new evidence becomes available, and annual revisions will ensure continued responsiveness to the needs of students while maintaining alignment with state accountability expectations.

Guiding Beliefs

Implementation of this School Improvement Plan is grounded in several core beliefs that define UMA-CW's educational philosophy and leadership approach.

Every cadet can achieve high levels of academic success. High expectations, rigorous instruction, meaningful relationships, and appropriate supports create the conditions necessary for students to reach their potential regardless of background or circumstance.

High-quality classroom instruction is the most significant school-controlled factor influencing student achievement. Therefore, strengthening Tier I instruction remains the foundation of every improvement initiative contained within this plan.

Leadership is a shared responsibility. Continuous improvement depends upon collaboration among teachers, administrators, students, families, the Governing Board, and community partners. Lasting organizational improvement occurs when responsibility for student success is shared across the entire school community.

Decisions should be guided by evidence. Effective schools use reliable data, professional expertise, and ongoing evaluation to inform instructional decisions, allocate resources, and monitor progress. Improvement efforts must be responsive to evidence rather than assumptions.

Continuous improvement is an organizational commitment. Excellence is achieved through disciplined implementation, regular evaluation, and thoughtful refinement. Like the leadership principles embedded within the Academy's military model, continuous improvement requires commitment, accountability, and perseverance over time.

Strategic Direction: 2026–2029

The Academy's strategic direction for the next three years is guided by a commitment to improve outcomes for Multilingual Learners and Students with Disabilities while strengthening instructional systems that benefit every cadet. Rather than pursuing numerous disconnected initiatives, UMA-CW has intentionally established four integrated strategic priorities that will guide instructional leadership, professional learning, resource allocation, and organizational decision-making throughout implementation.

Priority 1: Strengthen High-Quality Tier I Instruction

Establish consistent, standards-aligned instructional practices in every classroom through a schoolwide instructional framework, instructional coaching, collaborative Professional Learning Communities, and ongoing classroom observation. Strengthening Tier I instruction will increase access to rigorous learning experiences while reducing the need for supplemental intervention.

Priority 2: Improve Academic Achievement for Multilingual Learners

Strengthen integrated language development within core instruction, expand collaboration between general education and MLL educators, increase family engagement through multilingual communication, and support biliteracy development for multilingual learners. Beginning in the 2026–2027 school year, Spanish-speaking multilingual learners will be encouraged to strengthen literacy in their native language through Spanish coursework where appropriate. Research demonstrates that strong first-language literacy supports second-language acquisition through cross-linguistic transfer, resulting in improved academic language development and reading comprehension in English.

Priority 3: Improve Academic Outcomes for Students with Disabilities

Strengthen specially designed instruction through expanded co-teaching opportunities, comprehensive IEP reviews, consistent implementation of accommodations, improved progress monitoring, and increased collaboration between general and special education teachers. The

Academy will continue to increase access to rigorous grade-level curriculum while ensuring that individualized supports effectively address each student's educational needs.

Priority 4: Strengthen Organizational Capacity

Develop sustainable systems that support instructional excellence through collaborative leadership, professional learning, evidence-based decision-making, resource equity, and continuous organizational improvement. Priority areas include strengthening Professional Learning Communities, implementing common benchmark assessments, improving data systems, supporting educator licensure, increasing instructional coaching, and expanding stakeholder engagement.

These strategic priorities are intentionally interconnected. Progress in one area reinforces success in the others, creating a comprehensive improvement framework centered on instructional excellence and student achievement. Collectively, they establish a clear direction for the Academy's work during the 2026–2029 implementation cycle while maintaining flexibility to refine implementation based on ongoing evaluation and emerging student needs.

As described throughout the sections that follow, each priority is supported by documented needs assessment findings, validated root-cause analysis, evidence-based instructional practices, measurable performance expectations, and systematic monitoring procedures. Together, these components establish a comprehensive improvement framework designed not only to meet state accountability expectations but to strengthen UMA-CW's capacity to provide every cadet with an exceptional educational experience founded upon scholarship, leadership, character, and service.

Section II

Comprehensive Needs Assessment

Introduction

Effective school improvement begins with a comprehensive understanding of current performance, organizational capacity, and the instructional systems that influence student learning. This needs assessment serves as the analytical foundation for UMA-CW's 2026–2029 Comprehensive Support and Improvement Plan. The findings presented in this section directly inform the strategic priorities, implementation framework, resource allocation, and accountability measures described throughout the remainder of this plan.

School leadership conducted a comprehensive review of available quantitative and qualitative evidence, including state accountability reports, Utah RISE assessment results, WIDA ACCESS data, ACT performance, attendance records, discipline reports, classroom observations, staffing patterns, instructional practices, program implementation, and stakeholder feedback. Particular attention was given to the academic performance of Multilingual Learners (MLLs) and Students with Disabilities (SWDs), the two student groups identified through the Utah State Board of Education accountability system for Comprehensive Support and Improvement.

The purpose of this analysis extends beyond identifying performance gaps. It seeks to understand the instructional and organizational systems that contribute to those outcomes and to identify evidence-based actions capable of producing sustained improvement. Accordingly, this needs assessment examines both areas of concern and the organizational strengths upon which future improvement will be built.

School Strengths

Although UMA-CW has been identified for Comprehensive Support and Improvement, the Academy enters this improvement cycle with numerous organizational strengths that provide a strong foundation for long-term success.

Leadership stability, experienced educators, and exceptionally strong faculty retention have created a positive professional culture characterized by collaboration, accountability, and a shared commitment to student success. During the previous school year, only one educator did not return to the faculty, and that separation resulted from a reduction in force rather than voluntary turnover. This continuity supports consistent implementation of school improvement initiatives and minimizes disruptions to instructional programming.

The Academy also benefits from seven bilingual educators who strengthen communication with multilingual families and provide valuable instructional support for English learners. Professional collaboration through Professional Learning Communities continues to strengthen instructional consistency while fostering shared responsibility for student achievement.

Student outcomes further reflect important organizational strengths. During the 2025–2026 school year, **100 percent of graduating Multilingual Learners and Students with Disabilities successfully completed graduation requirements.** The Academy's only non-graduating senior was not a member of either federally identified student group. While graduation was not the factor leading to CSI identification, these outcomes demonstrate the school's commitment to supporting students through successful completion of high school.

Collectively, these strengths provide a solid foundation upon which the Academy can build sustained instructional improvement.

Student Achievement

State accountability data indicate that improving academic achievement in English Language Arts and Mathematics is the Academy's highest instructional priority. Although students continue to demonstrate strengths in leadership development, graduation, and school engagement, state assessment results indicate that academic performance among Multilingual Learners and Students with Disabilities remains below state expectations.

Overall school proficiency during the 2025–2026 accountability cycle established the following baseline:

Assessment Area	Schoolwide Proficiency
English Language Arts	21.0%
Mathematics	11.3%
Science	18.5%

These results, together with the Academy's identification for Comprehensive Support and Improvement, confirm the need to strengthen instructional effectiveness, increase access to rigorous grade-level instruction, and improve student achievement through systematic implementation of evidence-based instructional practices.

Beginning with the 2026–2027 school year, leadership will strengthen the collection and analysis of subgroup achievement data to allow annual monitoring of English Language Arts and Mathematics performance for both Multilingual Learners and Students with Disabilities.

These procedures will establish consistent baseline measures that support ongoing evaluation of academic growth throughout the implementation period.

Multilingual Learners

Multilingual Learners represent one of the Academy's largest student populations and remain central to this improvement effort. During the 2025–2026 school year, approximately one-quarter of enrolled cadets qualified for multilingual learner services, requiring intentional integration of language development within core academic instruction.

Review of WIDA ACCESS results demonstrates that students represent a broad range of English language proficiency levels, emphasizing the need for differentiated instruction and coordinated support between multilingual learner specialists and general education teachers. Current WIDA performance establishes the baseline against which future language development will be measured and is summarized in **Appendix B**.

Rather than relying solely upon supplemental language instruction, UMA-CW will strengthen language acquisition through integrated instructional practices embedded within Tier I instruction. Teachers will receive professional learning in academic language development, sheltered instructional strategies, structured academic discourse, and vocabulary development to ensure multilingual learners have equitable access to rigorous grade-level curriculum.

The Academy will also expand opportunities for Spanish-speaking multilingual learners to strengthen literacy in their native language through Spanish coursework when appropriate. Research demonstrates that strong first-language literacy supports second-language reading development through cross-linguistic transfer, allowing students to transfer vocabulary knowledge, comprehension strategies, and academic language skills between languages. This initiative complements—not replaces—required English Language Arts instruction, which all cadets complete annually regardless of language background.

Students with Disabilities

Students receiving special education services comprise approximately fifteen percent of UMA-CW's enrollment and represent the second federally identified student group addressed by this plan.

The needs assessment identified opportunities to strengthen specially designed instruction through increased collaboration between general and special education teachers, expanded co-teaching opportunities, more consistent implementation of accommodations, and improved progress-monitoring procedures.

Leadership also determined that historical subgroup data were **not consistently collected in a manner that supports valid longitudinal analysis**. While state accountability data remain valid and establish the need for improvement, portions of locally collected assessment

information cannot be compared reliably across previous years because of changes in assessment practices and inconsistent historical data collection procedures.

Consequently, the 2025–2026 school year will serve as the official baseline for future implementation. Beginning in the 2026–2027 school year, standardized assessment procedures, comprehensive IEP reviews, and consistent progress-monitoring practices will provide more reliable measures of instructional effectiveness and student growth.

Organizational Capacity

Successful implementation of this plan depends upon the Academy's capacity to support continuous instructional improvement. The needs assessment identified several organizational strengths, including collaborative leadership, experienced faculty, strong teacher retention, bilingual staffing, positive relationships with families, and a culture that values accountability and continuous learning.

Leadership also identified several systems requiring continued development. During the first year of implementation, UMA-CW will:

- Implement a common benchmark assessment system in English Language Arts and Mathematics.
- Strengthen schoolwide progress-monitoring procedures.
- Expand instructional coaching and classroom feedback.
- Improve implementation fidelity through regular walkthroughs and Professional Learning Community reviews.
- Strengthen data collection and reporting systems for identified student groups.
- Increase collaboration between general education, multilingual learner, and special education teams.

To further strengthen organizational capacity, a Dean of Students has been added for the 2026–2027 school year. In addition to supporting school culture and student engagement, this position will strengthen attendance monitoring, early intervention efforts, and ninth-grade success indicators while improving the consistency of student support data available for leadership decision-making.

Strengthening Data Systems

One of the Academy's highest organizational priorities during Year One is strengthening the quality and consistency of instructional data used to guide decision-making. Reliable data are essential for evaluating implementation, monitoring student growth, allocating resources, and refining instructional practice.

Historically, several subgroup performance measures were not collected consistently enough to support longitudinal analysis. Rather than attempting to reconstruct incomplete historical

records, UMA-CW has chosen to establish validated baseline measures beginning with the 2025–2026 accountability cycle and to strengthen reporting systems moving forward.

Beginning in the 2026–2027 school year, leadership will systematically collect and monitor:

- Subgroup English Language Arts and Mathematics achievement.
- Academic growth indicators reported through the Utah State Board of Education accountability system.
- Benchmark assessment performance.
- Attendance and chronic absenteeism by subgroup as reporting capabilities become available.
- Ninth-grade on-track indicators.
- Intervention participation.
- Classroom implementation fidelity.
- Progress-monitoring data for identified student groups.

Schoolwide participation in required state assessments consistently ranges between **98 and 100 percent**, providing confidence that accountability results accurately represent student performance.

Needs Assessment Summary

The comprehensive needs assessment confirms that UMA-CW's greatest opportunities for improvement lie in strengthening instructional systems rather than creating additional programs. The Academy possesses stable leadership, experienced educators, a positive professional culture, strong graduation outcomes, and significant organizational capacity. These strengths provide an excellent foundation for sustained improvement.

The data also clearly indicate that accelerated academic growth is needed for Multilingual Learners and Students with Disabilities. Improving outcomes for these student groups will require stronger Tier I instruction, increased collaboration among educators, expanded implementation of evidence-based instructional practices, improved progress-monitoring systems, and continued development of reliable data systems.

The strategic priorities presented in the following sections are directly aligned with these findings and establish a focused roadmap for improving student achievement while strengthening UMA-CW's long-term organizational effectiveness.

Section III

Resource Equity and Root Cause Analysis

Resource Equity Analysis

An essential component of Comprehensive Support and Improvement planning is ensuring that all students have equitable access to the instructional resources, personnel, and educational opportunities necessary for academic success. UMA-CW recognizes that equity extends beyond equal allocation of resources. It requires thoughtful examination of whether students—particularly those identified for school improvement—have meaningful access to highly effective instruction, appropriate supports, and rigorous learning opportunities.

School leadership conducted a review of staffing, instructional programming, scheduling, professional expertise, intervention services, family communication, and access to grade-level curriculum to identify potential resource inequities affecting Multilingual Learners (MLLs) and Students with Disabilities (SWDs).

The review identified several organizational strengths. Faculty stability remains exceptionally high, providing instructional continuity throughout the school. Seven bilingual educators strengthen communication with multilingual families and improve access to instructional supports. Special education services are staffed by licensed professionals supported by instructional paraprofessionals, while multilingual learner services continue to expand through additional staffing supported by School LAND Trust funding.

The Academy also identified opportunities to strengthen equitable access in several areas. Greater collaboration between general education and specialized instructional staff is needed to ensure that language development and specially designed instruction occur consistently within Tier I classrooms. Expanded co-teaching opportunities, increased instructional coaching, improved progress-monitoring systems, and enhanced translation services will strengthen equitable access to rigorous instruction while reducing barriers to student success.

To address these needs, UMA-CW will strategically align Section 1003 School Improvement funding, School LAND Trust resources, IDEA funding, and existing operational resources to strengthen instructional capacity rather than creating isolated programs. Resources will prioritize classroom instruction, educator development, multilingual learner supports, and implementation of evidence-based instructional practices that directly address the needs identified through the comprehensive needs assessment.

Throughout implementation, leadership will annually review staffing patterns, instructional supports, intervention access, educator qualifications, family engagement, and resource allocation to ensure continued equitable access for all students.

Validated Root Cause Analysis

The purpose of root cause analysis is to identify the underlying instructional and organizational conditions contributing to current student outcomes. Rather than attributing performance solely to student characteristics or isolated instructional practices, UMA-CW examined multiple sources of evidence to determine which organizational systems require strengthening.

The analysis indicates that the Academy's primary challenges are systemic rather than structural. They are best addressed through improved instructional consistency, stronger collaboration, enhanced progress monitoring, and expanded implementation of evidence-based instructional practices.

Identified Need	Evidence	Validated Root Cause	Strategic Response
Low English Language Arts achievement among MLLs	State accountability results, WIDA ACCESS, classroom observations	Academic language development has not been consistently embedded within Tier I instruction across all content areas.	Strengthen integrated language instruction, sheltered instructional practices, and instructional coaching.
Low Mathematics achievement among MLLs	State accountability results, classroom observations, teacher collaboration	Mathematical discourse, academic vocabulary, and language supports vary considerably across classrooms.	Increase collaborative planning, explicit vocabulary instruction, and language supports within mathematics instruction.
Low English Language Arts achievement among SWDs	State accountability results, IEP reviews, classroom observations	Inconsistent implementation of specially designed instruction and varying levels of collaboration between general and special educators.	Expand co-teaching, strengthen IEP implementation, improve progress monitoring, and increase collaborative instructional planning.

Low Mathematics achievement among SWDs	State accountability results, classroom observations	Students require increased access to grade-level instruction supported through accommodations and evidence-based intervention.	Increase inclusive instructional practices, strengthen co-teaching, and improve implementation fidelity.
Organizational inconsistency	Leadership review, walkthroughs, professional learning needs assessment	Schoolwide instructional expectations have not been consistently implemented or monitored across classrooms.	Establish a unified instructional framework supported through coaching, PLCs, and implementation monitoring.
Limited longitudinal subgroup data	Historical data review	Historical subgroup data were not consistently collected in a manner that supports valid longitudinal analysis.	Strengthen data systems, benchmark assessments, subgroup reporting, and implementation monitoring beginning in 2026–2027.

This analysis confirms that the Academy's greatest opportunities for improvement lie in strengthening instructional systems rather than introducing additional programs. By addressing these root causes through coordinated, evidence-based action, UMA-CW will improve educational outcomes while increasing organizational capacity for continuous improvement.

Section IV

Strategic Priorities and Evidence-Based Improvement Framework

The comprehensive needs assessment and root cause analysis identified four interconnected priorities that will guide instructional improvement throughout the 2026–2029 implementation period. These priorities represent the Academy's highest leverage opportunities for improving student achievement while strengthening the instructional systems that support long-term organizational excellence.

Each priority is supported by educational research, aligned with the Every Student Succeeds Act (ESSA) evidence framework where appropriate, and includes clearly defined implementation expectations that will be monitored throughout the three-year improvement cycle.

Strategic Priority 1

Strengthen High-Quality Tier I Instruction

High-quality classroom instruction remains the single most important school-controlled factor influencing student achievement. Therefore, strengthening Tier I instruction serves as the foundation for every improvement initiative contained within this plan.

Implementation will include development of a schoolwide instructional framework emphasizing:

- Standards-aligned instruction
- Clearly defined learning objectives
- Frequent formative assessment
- Student engagement
- Academic discourse
- Differentiated instruction
- Inclusive instructional practices

Professional Learning Communities and instructional coaching will reinforce implementation through collaborative planning, classroom observation, and continuous professional reflection.

Research Base

This initiative is supported by research demonstrating the effectiveness of high-quality core instruction, formative assessment, instructional coaching, and Professional Learning Communities in improving student achievement.

ESSA Alignment

Tier I–II evidence through formative assessment research, instructional coaching studies, and Professional Learning Community implementation.

Strategic Priority 2

Improve Academic Achievement for Multilingual Learners

Multilingual learners require equitable access to rigorous academic instruction while simultaneously developing English language proficiency.

UMA-CW will strengthen language acquisition by integrating academic language development into every classroom rather than relying exclusively upon supplemental services. Teachers will receive professional learning in sheltered instructional practices, structured academic discourse, vocabulary development, and culturally responsive instruction.

Spanish-speaking multilingual learners will also have opportunities to strengthen literacy in their native language through Spanish coursework when appropriate. Strong first-language literacy supports second-language acquisition through cross-linguistic transfer, improving reading comprehension, vocabulary development, and academic language growth while complementing required English Language Arts instruction.

Family engagement will be expanded through increased translation services, multilingual communication, and strengthened partnerships with parents.

Research Base

Evidence supports integrated language instruction, sheltered instruction (SIOP), bilingual literacy development, and family engagement as effective practices for improving multilingual learner outcomes.

ESSA Alignment

Tier II evidence supporting integrated language instruction and bilingual literacy development.

Strategic Priority 3

Improve Academic Achievement for Students with Disabilities

Students with Disabilities will receive increased access to rigorous grade-level instruction supported by consistent implementation of specially designed instruction, accommodations, and collaborative teaching practices.

Major initiatives include:

- Comprehensive review of all IEPs.
- Expanded co-teaching opportunities.
- Improved implementation of accommodations.
- Strengthened progress monitoring.
- Increased collaboration between general and special education teachers.
- Expanded instructional coaching focused on inclusive practices.

These initiatives emphasize equitable access to core instruction while maintaining individualized supports that address each student's unique educational needs.

Research Base

Supported by research on High-Leverage Practices for Special Education, Universal Design for Learning, inclusive instructional models, and co-teaching.

ESSA Alignment

Tier II–III evidence supporting inclusive instructional practices and collaborative teaching.

Strategic Priority 4

Strengthen Organizational Capacity Through Continuous Improvement

Sustained improvement requires organizational systems that promote collaboration, accountability, professional growth, and evidence-based decision-making.

UMA-CW will strengthen organizational capacity through:

- Professional Learning Communities
- Instructional coaching
- Common benchmark assessments
- Data-informed decision-making
- Expanded educator mentoring
- Monthly licensure support
- Improved implementation monitoring
- Leadership development
- Annual resource equity review

Beginning in the 2026–2027 school year, a newly appointed Dean of Students will strengthen attendance monitoring, student intervention systems, and ninth-grade success indicators while supporting schoolwide implementation of this improvement plan.

Leadership will also implement enhanced data collection procedures to establish consistent subgroup reporting, benchmark analysis, and implementation monitoring that support annual refinement of instructional practice.

Research Base

Supported by organizational improvement research demonstrating the effectiveness of collaborative leadership, continuous improvement cycles, instructional coaching, and professional learning communities.

ESSA Alignment

Tier II evidence supporting collaborative professional learning and organizational improvement.

Strategic Alignment

These four priorities function as a unified system rather than independent initiatives. High-quality Tier I instruction provides the instructional foundation. Specialized supports for Multilingual Learners and Students with Disabilities strengthen equitable access to rigorous learning. Organizational capacity ensures that implementation is consistent, sustainable, and continuously refined through evidence-based decision-making.

Together, these priorities establish the framework for achieving the Academy's central objective: improving student achievement through stronger instructional systems while building the organizational capacity necessary to sustain continuous improvement well beyond the formal CSI implementation period.

Section V

Implementation Framework, Monitoring, and Organizational Sustainability

Implementation Framework

The effectiveness of a school improvement plan is determined not by the quality of its written goals, but by the consistency with which those goals are implemented throughout daily instructional practice. For this reason, UMA-CW has developed an implementation framework that establishes clear leadership responsibilities, measurable expectations, ongoing monitoring, and systematic evaluation to ensure that the strategic priorities identified in this plan result in measurable improvements in student achievement.

Implementation will occur through a continuous improvement process that emphasizes collaboration, accountability, evidence-based decision-making, and organizational learning. Leadership recognizes that meaningful improvement requires disciplined execution over time. Accordingly, each initiative identified within this plan includes clearly defined responsibilities, implementation timelines, measurable outcomes, and ongoing evaluation procedures.

Rather than introducing multiple independent initiatives, the Academy will focus on strengthening a limited number of high-impact instructional systems. This focused approach allows educators to develop deep implementation fidelity while maintaining consistent attention on improving outcomes for Multilingual Learners and Students with Disabilities.

Three-Year Implementation Plan

Implementation will occur through three progressive phases designed to establish, refine, and sustain instructional improvement.

Year One: Building the Foundation (2026–2027)

The first year will emphasize establishing consistent instructional expectations and strengthening the organizational systems necessary to support long-term improvement. Primary implementation activities include:

- Implementing the UMA-CW instructional framework in every classroom.
- Establishing common benchmark assessments in English Language Arts and Mathematics.
- Completing comprehensive reviews of all Individualized Education Programs.
- Expanding co-teaching opportunities in secondary English Language Arts and Mathematics.
- Strengthening integrated language instruction for Multilingual Learners.
- Increasing instructional coaching and classroom walkthroughs.

- Implementing enhanced subgroup data collection and reporting procedures.
- Supporting educators through monthly professional licensure meetings.
- Strengthening attendance monitoring, intervention systems, and ninth-grade success indicators through the newly established Dean of Students position.

By the conclusion of Year One, leadership expects to have established consistent instructional expectations, reliable progress-monitoring systems, and validated baseline measures for future annual evaluation.

Year Two: Refining Instructional Practice (2027–2028)

During the second year, implementation will focus on increasing instructional effectiveness through refinement of established systems. Professional Learning Communities will analyze benchmark and state assessment data, instructional coaching will become increasingly individualized, and collaborative planning between general education, multilingual learner, and special education staff will deepen.

Leadership will continue strengthening inclusive instructional practices, increasing implementation fidelity, and expanding evidence-based interventions while monitoring annual progress toward school improvement goals.

Year Three: Sustaining Organizational Excellence (2028–2029)

The final year will focus on institutionalizing successful practices so that continuous improvement becomes embedded within the Academy's organizational culture. Leadership will evaluate implementation outcomes, revise organizational systems where necessary, prepare future instructional leaders, and establish priorities for the next cycle of school improvement.

The Academy's objective extends beyond exiting Comprehensive Support and Improvement status. Success will ultimately be measured by the establishment of sustainable instructional systems that continue improving student outcomes well beyond the conclusion of the formal implementation period.

Leadership Responsibilities

Successful implementation requires clearly defined leadership responsibilities supported by collaborative decision-making.

The **Principal** serves as the Academy's chief instructional leader and is responsible for coordinating implementation, allocating resources, monitoring progress, communicating with stakeholders, and reporting annual outcomes to the Governing Board and the Utah State Board of Education.

The **Assistant Principal** supports implementation through instructional supervision, educator evaluation, classroom observations, professional learning coordination, and school operations.

The **Dean of Students** provides leadership in attendance improvement, student engagement, intervention coordination, and monitoring of ninth-grade success indicators while collaborating with instructional teams to remove barriers to student learning.

The **Special Education Coordinator** oversees implementation of individualized education programs, co-teaching structures, progress monitoring, and compliance with state and federal special education requirements.

The **Multilingual Learner Coordinator** leads implementation of integrated language instruction, WIDA administration, educator support, multilingual family engagement, and coordination of services for English learners.

Professional Learning Community leaders facilitate collaborative analysis of student learning, instructional planning, intervention design, and implementation review within each instructional department.

While leadership responsibilities are clearly defined, successful implementation remains a shared responsibility among all faculty members. Every educator contributes to the Academy's improvement efforts through high-quality instruction, collaborative professionalism, and ongoing reflection on instructional practice.

Professional Learning and Capacity Building

Professional learning is intentionally aligned with the strategic priorities established throughout this plan and is designed to improve classroom practice rather than simply increase participation in professional development activities.

Annual professional learning will emphasize:

- High-quality Tier I instruction.
- Evidence-based literacy and mathematics practices.
- Sheltered instructional strategies for Multilingual Learners.
- Inclusive instructional practices for Students with Disabilities.
- Co-teaching and collaborative instructional planning.
- Progress monitoring and formative assessment.
- Data-informed instructional decision-making.
- Effective implementation of accommodations and specially designed instruction.

Professional learning will occur through multiple structures, including Professional Learning Communities, instructional coaching, faculty collaboration, classroom observations, leadership meetings, and targeted professional development.

Educators participating in alternative licensure pathways will continue receiving monthly administrative mentoring designed to ensure timely completion of Utah licensure requirements while strengthening instructional effectiveness.

Monitoring and Accountability

Continuous monitoring is essential to successful implementation. Rather than relying solely on annual accountability reports, UMA-CW will review multiple measures of implementation and student performance throughout each school year.

Leadership will monitor:

- Utah RISE assessment results.
- WIDA ACCESS outcomes.
- Benchmark assessment performance.
- Classroom observation trends.
- Instructional coaching documentation.
- Professional Learning Community implementation.
- Individualized Education Program progress monitoring.
- Attendance and intervention data.
- Student behavior and school climate.
- Educator professional learning.
- Family engagement activities.
- School improvement implementation milestones.

Leadership meetings will occur regularly throughout the school year to review evidence, evaluate implementation fidelity, identify emerging needs, and adjust instructional strategies as necessary.

A comprehensive annual review will evaluate progress toward each strategic priority, assess implementation effectiveness, and guide revisions for the following school year.

Stakeholder Engagement

School improvement is strengthened through meaningful collaboration among educators, families, students, governing officials, and community partners.

Development of this plan included ongoing consultation with school leadership and will continue through implementation.

Stakeholder participation includes:

- Faculty review beginning August 13, 2026, with continued collaboration through Professional Learning Communities and faculty meetings.

- Ongoing consultation with the Superintendent and Utah State Board of Education representatives throughout implementation.
- Governing Board review and formal consideration during the August 2026 Board meeting.
- Parent consultation during Back-to-School Night on August 17, 2026.
- Revitalization of the Parent Involvement Committee and School Community Council through elections and establishment of a regular meeting schedule by September 15, 2026.
- Continued opportunities for family feedback through multilingual communication, surveys, community meetings, and School Community Council participation.

Stakeholder feedback will be reviewed annually and incorporated into implementation refinements as part of the Academy's continuous improvement process.

Funding and Sustainability

Implementation of this plan is supported through coordinated use of federal, state, and local resources.

Section 1003 School Improvement funding will support educator planning, instructional coaching, benchmark assessments, professional learning, translation services, implementation monitoring, and evidence-based instructional resources.

School LAND Trust funding will strengthen multilingual learner services through additional instructional support personnel and educator development in foundational Spanish language skills to improve communication and instructional effectiveness with Spanish-speaking students and families.

Existing operational funds, IDEA resources, and other applicable funding sources will continue supporting special education services, educator staffing, instructional materials, and ongoing school improvement activities.

Leadership will annually review resource allocation to ensure expenditures remain aligned with identified student needs, implementation priorities, and evidence-based instructional practices. The Academy is committed to sustaining successful initiatives through long-term organizational planning rather than relying solely upon temporary grant funding.

Commitment to Continuous Improvement

UMA-CW views school improvement as an ongoing organizational commitment rather than a finite project. Continuous improvement requires disciplined leadership, thoughtful reflection, reliable evidence, and a willingness to refine instructional practice in response to student needs.

The systems established through this School Improvement Plan—including Professional Learning Communities, instructional coaching, benchmark assessment cycles, collaborative planning, implementation monitoring, and evidence-based decision-making—are intended to become permanent organizational practices that continue strengthening instruction well beyond the conclusion of the Academy's Comprehensive Support and Improvement designation.

Through consistent implementation, collaborative leadership, responsible stewardship of resources, and unwavering commitment to student success, UMA-CW is positioned not only to achieve the goals identified within this plan but to build an enduring culture of instructional excellence that reflects its mission of developing scholars, leaders, and citizens prepared to serve with honor and distinction.

Section VI

Evidence-Based Practices and ESSA Alignment

Commitment to Evidence-Based Improvement

UMA-CW is committed to implementing instructional practices supported by high-quality educational research and aligned with the evidence requirements established under the Every Student Succeeds Act (ESSA). The Academy recognizes that meaningful improvement is achieved not by introducing numerous initiatives, but by implementing a limited number of well-researched practices with consistency and fidelity.

Each strategic priority identified within this School Improvement Plan has been selected because it directly addresses an identified instructional need, is supported by educational research, and aligns with the Academy's commitment to strengthening teaching and learning for all cadets. Evidence-based practices will be implemented through ongoing professional learning, instructional coaching, collaborative planning, and continuous monitoring of implementation fidelity.

While research provides the foundation for instructional decision-making, successful implementation depends upon consistent execution within classrooms. Accordingly, leadership will evaluate both student outcomes and implementation fidelity throughout the three-year improvement cycle.

Evidence-Based Instructional Framework

The Academy's improvement efforts are organized around instructional practices supported by educational research and, where applicable, aligned with ESSA evidence tiers.

Evidence-Based Practice	Purpose	ESSA Evidence Tier*	Primary Evidence of Implementation
High-Quality Tier I Instruction	Improve core classroom instruction through standards-based teaching, formative assessment, and student engagement	Tier I–II	Classroom observations, instructional framework rubric
Professional Learning Communities (PLCs)	Improve collaborative instructional planning and analysis of student learning	Tier II	PLC agendas, meeting minutes, action plans

Instructional Coaching	Improve teacher practice through ongoing feedback and reflection	Tier II	Coaching logs, observation cycles
Formative Assessment	Monitor student understanding and guide instructional adjustments	Tier I	Common assessments, classroom assessment practices
Sheltered Instruction (SIOP)	Strengthen academic language development within content instruction for multilingual learners	Tier II	Lesson plans, walkthrough observations
Biliteracy and Native Language Literacy Development	Support English language acquisition through strengthened first-language literacy when appropriate	Tier II	Student schedules, language growth data, instructional observations
High-Leverage Practices for Special Education	Improve specially designed instruction and access to grade-level curriculum	Tier II	IEP reviews, classroom observations
Co-Teaching	Increase inclusive instructional opportunities for Students with Disabilities	Tier III	Master schedule, co-planning documentation, observations
Universal Design for Learning (UDL)	Increase accessibility of instruction for diverse learners	Tier II	Lesson design reviews, classroom observations
Multi-Tiered System of Supports (MTSS)	Strengthen intervention and progress-monitoring systems	Tier II	Intervention documentation, progress-monitoring reports

*ESSA evidence tiers reflect the strength of available educational research and may be refined as additional guidance or implementation evidence becomes available.

Strategic Priority Alignment

The instructional practices selected for implementation directly support the Academy's four strategic priorities.

Strengthening Tier I Instruction

Research consistently identifies high-quality core instruction as the greatest school-controlled influence on student achievement. Consequently, the Academy's primary investment is improving instructional practice in every classroom. Professional Learning Communities, instructional coaching, formative assessment, and standards-based lesson design provide the foundation for increasing instructional consistency and improving student learning.

Improving Outcomes for Multilingual Learners

Research demonstrates that multilingual learners achieve stronger academic outcomes when language development is intentionally integrated into core instruction rather than delivered exclusively through supplemental services. Accordingly, UMA-CW will implement sheltered instructional practices, structured academic discourse, explicit vocabulary development, and collaboration between multilingual learner specialists and general education teachers.

For Spanish-speaking multilingual learners, the Academy will also provide opportunities to strengthen native-language literacy through Spanish coursework when appropriate. Research on cross-linguistic transfer indicates that strong literacy skills in a student's first language support reading comprehension, vocabulary development, and academic language acquisition in a second language. This initiative complements, rather than replaces, required English Language Arts instruction for all students.

Improving Outcomes for Students with Disabilities

Research supports inclusive instructional practices that provide students with disabilities access to rigorous grade-level curriculum while maintaining individualized supports. The Academy will strengthen implementation of High-Leverage Practices for Special Education through expanded co-teaching, consistent implementation of accommodations, improved progress monitoring, and collaborative instructional planning between general and special education teachers.

Strengthening Organizational Capacity

Sustainable improvement depends upon organizational systems that promote collaboration, professional learning, and evidence-based decision-making. Research consistently demonstrates that schools implementing collaborative professional learning, instructional coaching, and continuous improvement cycles achieve stronger instructional consistency and improved student outcomes over time. Accordingly, these systems will serve as permanent organizational structures supporting implementation throughout the Academy.

Monitoring Implementation Fidelity

Successful implementation requires more than adoption of evidence-based practices; it requires consistent and faithful execution. Leadership will therefore monitor implementation fidelity through multiple measures, including:

- Classroom walkthroughs aligned with the UMA-CW instructional framework.
- Formal educator evaluations.
- Instructional coaching cycles.
- Professional Learning Community documentation.
- Lesson plan reviews.
- Benchmark assessment implementation.
- IEP compliance reviews.
- WIDA instructional implementation reviews.
- Professional learning participation.
- Stakeholder feedback.
- Annual implementation reviews.

Quarterly leadership meetings will analyze implementation evidence alongside student achievement data to determine whether instructional practices are being implemented consistently and whether adjustments are necessary to improve effectiveness.

Research-to-Practice Commitment

UMA-CW recognizes that educational research is most valuable when translated into consistent classroom practice. Accordingly, professional learning will emphasize practical application rather than theoretical study alone. Teachers will receive ongoing opportunities to observe effective practices, collaborate with colleagues, analyze student learning, and refine instruction through coaching and reflection.

This commitment reflects the Academy's broader philosophy of continuous improvement. Just as military organizations evaluate readiness through disciplined practice and continual refinement, UMA-CW will use evidence, professional expertise, and ongoing evaluation to strengthen instructional effectiveness throughout the implementation period.

By aligning research, instructional practice, implementation fidelity, and continuous evaluation, the Academy establishes a sustainable framework for improving academic outcomes while building the organizational capacity necessary to support every cadet in achieving high levels of success.

Appendix A

Strategic Goals and Accountability Framework

Purpose

This appendix establishes the strategic goals, annual implementation targets, leadership responsibilities, monitoring expectations, and accountability measures that will guide implementation of the Utah Military Academy–Camp Williams (UMA-CW) Comprehensive Support and Improvement (CSI) Plan during the 2026–2029 improvement cycle.

The framework aligns with the strategic priorities presented in the executive narrative and provides school leadership, faculty, the Governing Board, and the Utah State Board of Education with a concise method for monitoring implementation, evaluating progress, and making instructional decisions based upon evidence.

Because historical subgroup data were not consistently collected in a manner that supports valid longitudinal analysis, the **2025–2026 school year serves as the official baseline** for measuring future growth in many accountability indicators.

Strategic Priority 1

Strengthen High-Quality Tier I Instruction

Goal

By **May 2029**, UMA-CW will implement its instructional framework with fidelity across all classrooms, resulting in improved instructional consistency, increased student engagement, and measurable improvements in English Language Arts and Mathematics achievement.

Implementation Component	Expectation
Baseline	2025–2026 instructional implementation baseline established
Year One (2026–2027)	Implement instructional framework; establish benchmark assessments; complete coaching cycle for all teachers
Year Two (2027–2028)	Demonstrate consistent implementation across departments and measurable benchmark growth

Year Three (2028–2029)	Institutionalize instructional framework and demonstrate sustained improvement on Utah RISE
Lead Administrator	Principal
Supporting Leaders	Assistant Principal, Department Chairs, PLC Facilitators
Evidence	Walkthroughs, evaluations, benchmark assessments, instructional coaching, Utah RISE
Monitoring	Weekly walkthroughs; monthly PLC review; quarterly leadership review

Measure

Academic Achievement: ELL and SWD overall student proficiency rates on the Utah RISE state assessment in English Language Arts and Mathematics will demonstrate an annual proficiency increase of at least 3 percentage points over the three-year improvement period, resulting in a cumulative improvement of at least 9 proficient percentage points by May 2029.

Strategic Priority 2

Improve Academic Achievement for Multilingual Learners

Goal

By **May 2029**, Multilingual Learners will demonstrate measurable improvement in English language development and academic achievement through integrated Tier I instruction, sheltered instructional strategies, collaborative planning, and strengthened family engagement.

Implementation Component	Expectation
Baseline	2025–2026 establishes the official subgroup baseline
Year One	Establish subgroup reporting; strengthen WIDA implementation; implement integrated language supports
Year Two	Demonstrate measurable improvement in English language acquisition and academic performance
Year Three	Demonstrate sustained progress toward state accountability expectations
Lead Administrator	MLL Coordinator

Supporting Leaders	Principal, Assistant Principal, PLC Leaders
Evidence	Utah RISE subgroup reports, WIDA ACCESS, classroom observations, family engagement
Monitoring	Monthly implementation review; quarterly data review; annual WIDA analysis

Measure

English Learner Progress: English Learner progress will be measured through the WIDA ACCESS assessment, with the goal of each English Learner demonstrating a minimum increase of half to one proficiency level annually, as measured by their overall composite proficiency level.

Strategic Priority 3

Improve Academic Outcomes for Students with Disabilities

Goal

By **May 2029**, Students with Disabilities will demonstrate improved academic achievement through expanded co-teaching, stronger implementation of High-Leverage Practices, consistent accommodations, and systematic progress monitoring.

Implementation Component	Expectation
Baseline	2025–2026 establishes the official subgroup baseline
Year One	Complete IEP review; expand co-teaching; standardize progress monitoring
Year Two	Improve instructional consistency and subgroup achievement
Year Three	Institutionalize inclusive instructional systems and demonstrate sustained growth
Lead Administrator	Special Education Coordinator
Supporting Leaders	Principal, Assistant Principal, Department Chairs
Evidence	IEP reviews, classroom observations, benchmark assessments, Utah RISE subgroup data
Monitoring	Monthly IEP review; quarterly implementation review

Measure

Academic Achievement: Students with Disabilities (SWD) will demonstrate measurable academic growth on the Utah RISE state assessment in English Language Arts and Mathematics, with each student individually demonstrating an annual increase of at least 2 percentage points in proficiency for each year of enrollment at UMA.

Strategic Priority 4

Strengthen Organizational Capacity

Goal

By **May 2029**, UMA-CW will establish sustainable organizational systems that promote collaborative leadership, evidence-based decision-making, instructional coaching, and continuous improvement.

Implementation Component	Expectation
Baseline	Organizational systems established during 2025–2026
Year One	Fully implement PLCs, benchmark assessments, instructional coaching, subgroup reporting, and monthly licensure mentoring
Year Two	Refine leadership systems and strengthen collaborative planning
Year Three	Institutionalize continuous improvement systems supporting long-term organizational excellence
Lead Administrator	Principal
Supporting Leaders	Administrative Leadership Team
Evidence	PLC documentation, coaching logs, professional learning, implementation reviews
Monitoring	Monthly leadership meetings; quarterly implementation review

Measure

Achievement Gap Closure: By May 2029, UMA-CW will reduce the proficiency gap between ELL and SWD students and the overall student population in ELA and Mathematics on the Utah RISE assessment by at least 15% from the 2025–2026 baseline, with a targeted annual reduction of approximately 5%. Progress will be monitored quarterly through PLC data reviews and monthly leadership meetings, with instructional and organizational strategies adjusted as needed.

Schoolwide Success Indicators

Performance Indicator	Baseline	Annual Review
Utah RISE Achievement	2025–2026 Baseline	✓
WIDA ACCESS Growth	2025–2026 Baseline	✓
Benchmark Assessments	Implement 2026–2027	Quarterly
Classroom Walkthroughs	Begins 2026–2027	Weekly
PLC Implementation	Existing structure strengthened	Monthly
IEP Progress Monitoring	Standardized beginning 2026–2027	Monthly
Attendance Monitoring	Expanded through Dean of Students	Monthly
Ninth Grade On-Track	Begins 2026–2027	Quarterly
Family Engagement	Annual baseline	Quarterly
Professional Learning	Ongoing	Monthly

Annual Leadership Review Cycle

Timeframe	Leadership Focus
Weekly	Classroom walkthroughs and instructional coaching
Monthly	PLC review, attendance, interventions, leadership meeting
Quarterly	School Improvement Team implementation review
Mid-Year	Comprehensive implementation evaluation
Annually	Governing Board report and School Improvement Plan revision

Annual Success Benchmarks

Each annual implementation review will answer the following questions:

Question	Evidence
Are strategic priorities being implemented with fidelity?	Walkthroughs, coaching, PLC documentation
Is classroom instruction improving?	Observation trends, instructional framework rubric
Are student outcomes improving?	Utah RISE, WIDA ACCESS, benchmark assessments, graduation data
Are resources aligned to student needs?	Budget review and Resource Equity Analysis
Are professional learning efforts changing instructional practice?	Coaching records, implementation observations
Are stakeholders meaningfully engaged?	School Community Council minutes, parent participation, faculty feedback

Continuous Improvement Cycle

Implementation of the UMA-CW School Improvement Plan follows a continuous improvement model that emphasizes disciplined leadership and evidence-based decision-making.

Assess → Analyze → Plan → Implement → Monitor → Reflect → Improve

Leadership teams will use this cycle during monthly and quarterly implementation reviews to ensure that instructional decisions remain focused on improving student achievement and organizational effectiveness.

Appendix A Summary

This appendix serves as the executive accountability framework for the UMA-CW Comprehensive Support and Improvement Plan. It establishes the Academy's strategic priorities, identifies measurable implementation targets, assigns leadership responsibility, and

defines the evidence that will be used to evaluate success throughout the 2026–2029 implementation cycle.

By combining strategic goals, implementation expectations, accountability measures, and continuous improvement into a single leadership document, this appendix provides a concise reference that supports ongoing implementation, annual evaluation, and successful progress toward meeting Utah's Comprehensive Support and Improvement exit criteria.

Appendix B

School Profile, Baseline Data, and Student Performance

Purpose

This appendix establishes the official baseline data for the Utah Military Academy–Camp Williams (UMA-CW) Comprehensive Support and Improvement (CSI) Plan. These data represent the Academy's starting point for measuring progress throughout the 2026–2029 implementation cycle.

Historical subgroup data were not consistently collected in a manner that supports reliable longitudinal analysis. Therefore, the **2025–2026 school year serves as the official baseline** for future comparisons. Beginning in the 2026–2027 school year, the Academy will implement standardized procedures for collecting, monitoring, and reporting subgroup achievement, attendance, intervention participation, implementation fidelity, and other key indicators identified within this School Improvement Plan.

School Profile

School Characteristic	2025–2026 Baseline
School	Utah Military Academy – Camp Williams
Grades Served	6–12
Official October 1 Enrollment	397
CSI Identification	2025–2026
Improvement Cycle	2026–2029

Primary Accountability
Groups

Multilingual Learners (MLLs); Students with Disabilities
(SWDs)

Student Demographics

Student Group	Students	Percent of Enrollment
Total Enrollment	397	100%
Multilingual Learners	104	26.2%
Students with Disabilities	55	13.9%

Faculty and Organizational Capacity

Indicator	Baseline
Faculty and Staff	29
Average Teaching Experience	Approximately 8 years
Licensed Educators	Approximately 62%

Bilingual Staff	7
Administrative Team	Principal, Assistant Principal, Dean of Students
Teacher Retention	Stable; one reduction in force during 2025–2026

The Academy enters the CSI implementation period with stable leadership, experienced faculty, and an established culture emphasizing leadership, service, accountability, and academic excellence.

State Accountability Baseline

The Utah State Board of Education identified UMA-CW for Comprehensive Support and Improvement during the 2025–2026 school year based upon state accountability measures indicating that overall academic performance was below state expectations. The Academy's goal is to demonstrate sufficient improvement to meet state growth expectations and exit CSI status within the minimum three-year implementation period.

Academic Indicator	2025–2026 Baseline
English Language Arts	21.0%
Mathematics	11.3%
Science	18.5%
CSI Status	Comprehensive Support and Improvement

These data establish the Academy's official baseline for measuring future academic growth.

Multilingual Learner Baseline

UMA-CW served **104 Multilingual Learners**, representing approximately **26%** of total enrollment.

WIDA ACCESS Distribution

WIDA Level	Students
Level 1	22
Level 2	27
Level 3	24
Level 4	7
Transitional Fluent	9
Level 5 / Fluent	5
Opt-Out	1

This distribution establishes the official English language proficiency baseline for future annual comparisons.

Beginning in the 2026–2027 school year, instructional monitoring will include annual WIDA growth, classroom implementation of language supports, and academic performance for Multilingual Learners.

Students with Disabilities Baseline

UMA-CW served **55 Students with Disabilities**, representing approximately **14%** of total enrollment.

Beginning with the 2026–2027 school year, the Academy will implement:

- Expanded co-teaching opportunities.
 - Standardized progress-monitoring procedures.
 - Comprehensive instructional walkthroughs focused on accommodations and specially designed instruction.
 - Annual subgroup performance reporting aligned with Utah accountability expectations.
-

College and Career Readiness

Indicator	Baseline
ACT Composite (All Students)	15.8
ACT Composite (MLLs)	13.4
ACT Composite (SWDs)	12.8

Beginning in 2026–2027, all eleventh-grade cadets will participate in a dedicated ACT preparation course designed to strengthen college and career readiness.

Graduation Outcomes

The Academy demonstrated strong graduation outcomes for its identified student groups.

Student Group	Graduation Rate
Multilingual Learners	100%
Students with Disabilities	100%

Only one senior did not graduate during the 2025–2026 school year. That student was **not** identified as either a Multilingual Learner or a Student with a Disability.

Organizational Strengths

The leadership team identified several organizational strengths that provide a solid foundation for school improvement.

- Stable administrative leadership committed to continuous improvement.
 - Experienced faculty with strong retention.
 - Positive military academy culture emphasizing leadership, responsibility, and service.
 - Collaborative Professional Learning Communities.
 - Seven bilingual educators supporting multilingual learners and families.
 - Strong graduation outcomes for identified student groups.
 - State assessment participation consistently between **98% and 100%**, providing reliable accountability data.
-

Historical Data Limitations

As part of the needs assessment process, the Academy identified several historical limitations affecting longitudinal analysis.

Data Area	Status	2026–2027 Improvement
Utah RISE subgroup trends	Historical subgroup reports were not consistently maintained.	Annual subgroup reporting will be implemented.
Chronic absenteeism by subgroup	Historical reporting unavailable.	Monthly monitoring and annual reporting will begin.
Benchmark assessment trends	Common benchmark assessments were not previously administered.	Quarterly benchmark assessment system implemented.
Ninth-grade on-track indicators	Historical monitoring unavailable.	Dean of Students will establish annual monitoring procedures.
Course failure by subgroup	Historical reporting unavailable.	Semester reporting procedures will be implemented.
Implementation fidelity	No formal monitoring system.	Leadership dashboard and walkthrough protocols implemented.

Rather than reconstructing incomplete historical records, UMA-CW will establish reliable baseline measures and implement consistent reporting practices beginning with the 2026–2027 school year.

Baseline Data Collection Framework

Beginning in the 2026–2027 school year, leadership will annually monitor:

- Utah RISE subgroup achievement in English Language Arts and Mathematics.
- WIDA ACCESS language growth.
- Common benchmark assessment performance.
- Attendance and chronic absenteeism by subgroup.
- Ninth-grade on-track indicators.
- Course completion and intervention participation.
- Classroom implementation fidelity.
- IEP progress-monitoring data.
- Professional learning implementation.
- Family engagement participation.

These measures will provide consistent longitudinal data for evaluating implementation, informing instructional decisions, and monitoring progress toward CSI exit criteria.

Appendix B Summary

This appendix establishes the official baseline from which UMA-CW will measure progress during the 2026–2029 Comprehensive Support and Improvement cycle. It documents the Academy's current performance, acknowledges historical limitations in subgroup reporting, and establishes a systematic framework for collecting reliable implementation and student achievement data moving forward.

By using the 2025–2026 school year as the official baseline and implementing consistent data collection procedures beginning in 2026–2027, the Academy will be able to evaluate progress accurately, make informed instructional decisions, and demonstrate measurable growth toward meeting state accountability expectations and exiting Comprehensive Support and Improvement status within the minimum three-year timeline.

Appendix C

Three-Year Strategic Implementation Roadmap

Purpose

This appendix provides the operational roadmap for implementing the Utah Military Academy–Camp Williams (UMA-CW) Comprehensive Support and Improvement (CSI) Plan during the 2026–2029 improvement cycle. It identifies annual priorities, implementation milestones, leadership responsibilities, and monitoring expectations that will guide continuous improvement.

The roadmap is intended to support implementation rather than compliance. It will be reviewed monthly by the Administrative Leadership Team, quarterly by the School Community Council and Governing Board, and annually during the School Improvement Plan review process.

Three-Year Improvement Framework

Implementation Year	Primary Focus	Expected Outcome
2026–2027	Build Systems and Establish Baselines	Implement instructional systems, establish consistent data collection, and strengthen Tier I instruction.
2027–2028	Refine Practice and Accelerate Growth	Improve instructional effectiveness through coaching, PLC collaboration, and targeted interventions.
2028–2029	Sustain Improvement and Prepare for CSI Exit	Institutionalize successful practices and demonstrate measurable improvement toward state accountability expectations.

Year One (2026–2027)

Building the Foundation

Primary Objectives

- Establish consistent Tier I instructional practices.
- Implement the UMA-CW Instructional Framework.
- Strengthen support for Multilingual Learners and Students with Disabilities.
- Establish reliable baseline data collection.
- Develop consistent implementation monitoring.
- Build collaborative leadership systems.

Year One Major Milestones

Timeline	Major Action	Lead Responsibility	Evidence of Completion
July	Finalize implementation responsibilities	Principal	Leadership implementation plan
August	Faculty orientation to CSI Plan	Principal	Faculty agenda and sign-in
August	Professional learning: Instructional Framework, co-teaching, MLL supports	Administrative Team	Professional learning documentation
August	Governing Board approval	Principal	Board minutes
August 17	Parent presentation during Back-to-School Night	Principal	Parent communication records

September	School Community Council organization and elections	Principal	Meeting schedule and election records
September	Launch benchmark assessment system	Assistant Principal	Assessment calendar
September	Establish subgroup reporting procedures	Leadership Team	Data dashboard
Throughout Year	Weekly classroom walkthroughs	Principal & Assistant Principal	Walkthrough summaries
Throughout Year	Monthly PLC meetings	PLC Facilitators	PLC agendas and action plans
January	Mid-year implementation review	Leadership Team	Mid-year report
May	Annual implementation evaluation	Principal	Annual implementation report

Year Two (2027–2028)

Refining Instruction

Primary Objectives

- Strengthen instructional consistency.
- Increase collaborative instructional planning.
- Improve subgroup academic growth.
- Expand instructional coaching.
- Refine intervention systems.
- Increase implementation fidelity.

Year Two Major Milestones

Timeline	Major Action	Evidence
Summer	Review Year One outcomes	Annual implementation report
August	Faculty professional learning aligned with Year One findings	Professional learning records
Quarterly	Benchmark data review	PLC documentation
Quarterly	WIDA and SPED implementation review	Leadership dashboard
Quarterly	Instructional coaching cycles	Coaching logs
January	Mid-year review	Leadership report
May	Annual evaluation	Governing Board presentation

Year Three (2028–2029)

Sustaining Excellence

Primary Objectives

- Institutionalize effective instructional systems.
 - Demonstrate sustained academic growth.
 - Prepare documentation supporting CSI exit.
 - Establish long-term organizational sustainability.
-

Year Three Major Milestones

Timeline	Major Action	Evidence
Summer	Review Year Two outcomes	Annual implementation report
Quarterly	Leadership dashboard review	Executive Dashboard
Quarterly	CSI progress evaluation	School Improvement Team
January	Mid-year implementation review	Leadership report
Spring	Sustainability review	Leadership reflection
May	Three-year implementation evaluation	Final implementation report
June	Prepare CSI continuation or exit documentation	Submission to USBE

Annual Leadership Calendar

Month	Leadership Priority
July	Annual planning and resource alignment
August	Faculty professional learning and implementation launch
September	Baseline data review and School Community Council organization
October	Classroom implementation review
November	PLC effectiveness review
December	Student support and intervention review
January	Mid-year implementation evaluation
February	Coaching and instructional refinement
March	Benchmark assessment analysis
April	State assessment readiness
May	Annual evaluation and Governing Board presentation
June	Planning for the following school year

Professional Learning Milestones

Focus Area	Implementation Timeline
CSI Plan Orientation	August annually
UMA-CW Instructional Framework	August–September
Co-Teaching	August and January
Sheltered Instruction / MLL Supports	September
Professional Learning Communities	Monthly
Formative Assessment	October
High-Leverage Practices (Special Education)	February
Universal Design for Learning	March
Instructional Coaching	Ongoing

Stakeholder Engagement Milestones

Stakeholder	Implementation Activity
Faculty	August implementation review and monthly PLC collaboration
Superintendent	Ongoing implementation consultation
Utah State Board of Education	CSI monitoring and technical assistance
Governing Board	Quarterly implementation updates
Parents	Annual Back-to-School Night presentation and ongoing communication
School Community Council	Elections by September 15; quarterly meetings
Community Partners	Ongoing collaboration supporting student success

Monitoring Cycle

Frequency	Leadership Activity	Primary Evidence
Weekly	Classroom walkthroughs	Walkthrough forms
Monthly	PLC review	PLC documentation

Monthly	Leadership meeting	Dashboard review
Quarterly	School Improvement Team	Implementation reports
Mid-Year	Comprehensive implementation review	Mid-year report
Annual	Governing Board review	Annual implementation report

Annual Success Benchmarks

Implementation will be evaluated annually using the following indicators.

Indicator	Evidence of Success
Instructional Framework	Consistent implementation across classrooms
Benchmark Assessment System	Quarterly implementation and data analysis
MLL Supports	Improved WIDA outcomes and classroom implementation
SWD Supports	Improved implementation of High-Leverage Practices and progress monitoring
Professional Learning	Classroom implementation of learned practices
PLC Effectiveness	Evidence-based instructional planning

Leadership Capacity

Consistent monitoring and continuous improvement

Stakeholder
Engagement

Active participation by faculty, families, School Community
Council, and Governing Board

Continuous Improvement Process

Throughout the implementation period, UMA-CW will follow a continuous improvement cycle that emphasizes evidence-based decision-making and collaborative leadership.

Assess → Analyze → Plan → Implement → Monitor → Reflect → Improve

Leadership teams will use this cycle during monthly and quarterly reviews to evaluate implementation, identify successes, address barriers, and revise action plans based on current evidence.

Appendix C Summary

This roadmap translates the strategic priorities identified in the School Improvement Plan into a practical implementation schedule. It establishes annual priorities, leadership responsibilities, professional learning milestones, stakeholder engagement expectations, and monitoring procedures that will guide continuous improvement throughout the three-year CSI cycle.

By integrating implementation timelines with leadership accountability and evidence-based monitoring, UMA-CW has created a sustainable improvement framework that supports instructional excellence, organizational learning, and measurable student achievement. This roadmap provides the structure necessary to maintain implementation fidelity while allowing flexibility to respond to emerging student needs and updated guidance from the Utah State Board of Education.

Appendix D

Professional Learning, Evidence-Based Practices, and ESSA Alignment

Purpose

Professional learning is the primary strategy through which Utah Military Academy–Camp Williams (UMA-CW) will strengthen instructional practice and improve student achievement during the 2026–2029 Comprehensive Support and Improvement (CSI) cycle. This appendix establishes the Academy's professional learning framework, identifies the evidence-based instructional practices that will be implemented, aligns those practices with the Every Student Succeeds Act (ESSA), and describes how implementation fidelity will be monitored.

The goal of professional learning is not simply to increase educator knowledge, but to improve classroom instruction, strengthen organizational capacity, and produce measurable gains in student achievement, particularly for Multilingual Learners (MLLs) and Students with Disabilities (SWDs).

Professional Learning Framework

Professional learning at UMA-CW is grounded in five guiding principles.

Guiding Principle	Implementation
Job-Embedded Learning	Professional learning is embedded within daily practice through coaching, PLCs, collaborative planning, and classroom observations.
Continuous Improvement	Educators learn, implement, reflect, receive feedback, and refine instructional practice throughout the school year.
Evidence-Based Decision Making	Professional learning priorities are selected because research demonstrates positive effects on student learning.

Collaborative Professional Practice	Teachers improve through Professional Learning Communities, peer collaboration, and shared accountability for student success.
-------------------------------------	--

Student-Centered Outcomes	The effectiveness of professional learning is measured by changes in instructional practice and student achievement rather than attendance alone.
---------------------------	---

Three-Year Professional Learning Plan

School Year	Primary Focus	Expected Outcome
2026–2027	Build instructional systems and establish consistent implementation of the UMA-CW Instructional Framework.	School

Appendix E

Resource Alignment, Equity, and Sustainability Plan

Purpose

The successful implementation of the Utah Military Academy–Camp Williams (UMA-CW) Comprehensive Support and Improvement (CSI) Plan requires the intentional alignment of personnel, funding, instructional resources, and professional learning with the academic and organizational priorities identified throughout this plan.

This appendix documents how the Academy will allocate resources equitably, monitor the effectiveness of those investments, and sustain successful initiatives beyond the three-year CSI implementation period.

Resource allocation decisions will be reviewed annually and adjusted based on student performance, implementation fidelity, and identified school needs.

Guiding Principles

UMA-CW will allocate resources according to the following principles.

Guiding Principle	Implementation
Student Need	Resources are allocated based upon demonstrated student need rather than equal distribution.
Evidence-Based Investment	Funding supports instructional practices supported by educational research and ESSA evidence.
Continuous Evaluation	Resource effectiveness is reviewed annually using student achievement and implementation data.

Organizational Sustainability	Investments strengthen long-term systems that remain after CSI funding concludes.
Fiscal Responsibility	Funding decisions comply with federal, state, Governing Board, and Academy requirements.

Resource Alignment to Strategic Priorities

Strategic Priority 1 – Strengthen High-Quality Tier I Instruction

Investment	Funding Source	Expected Outcome
Instructional coaching	Section 1003	Increased instructional effectiveness
Benchmark assessment system	Section 1003	Improved instructional decision-making
Professional learning	Section 1003 / General Fund	Consistent implementation of instructional framework
High-quality instructional materials	General Fund	Strong Tier I classroom instruction

Strategic Priority 2 – Improve Academic Achievement for Multilingual Learners

Investment	Funding Source	Expected Outcome
MLL instructional aide	School LAND Trust	Increased instructional support
Teacher Spanish language development	School LAND Trust	Improved communication and instructional effectiveness
Translation services	General Fund	Increased family engagement
Language development instructional materials	Section 1003	Improved English language acquisition

Biliteracy Initiative

Beginning in the 2026–2027 school year, Spanish-speaking multilingual learners will be encouraged, when appropriate, to enroll in Spanish coursework to strengthen literacy in their first language. Research on cross-linguistic transfer indicates that strong first-language literacy supports English language acquisition and academic achievement.

This initiative complements the Academy's requirement that **all cadets complete English Language Arts coursework each year**, reinforcing literacy development in English while leveraging students' linguistic strengths.

Strategic Priority 3 – Improve Academic Outcomes for Students with Disabilities

Investment	Funding Source	Expected Outcome
Special education staffing	IDEA	Appropriate instructional services
Co-teaching implementation	IDEA / Section 1003	Increased access to rigorous core instruction
Progress-monitoring tools	IDEA	Improved instructional decision-making
Specialized instructional materials	IDEA	Increased student achievement

Strategic Priority 4 – Strengthen Organizational Capacity

Investment	Funding Source	Expected Outcome
Professional Learning Communities	General Fund	Improved collaboration and instructional planning
Leadership development	General Fund	Increased instructional leadership capacity
Implementation monitoring	Section 1003	Strong implementation fidelity
Alternative licensure mentoring	General Fund	Increased instructional capacity and educator retention

Funding Summary

Funding Source	Primary Purpose
Section 1003 School Improvement Grant (\$42,500)	Instructional coaching, professional learning, implementation monitoring, benchmark assessments, instructional improvement
School LAND Trust	MLL instructional aide, educator Spanish language development, supplemental instructional supports (annual allocation determined through the approved School LAND Trust Plan)
IDEA	Special education staffing, instructional supports, accommodations, progress monitoring
General Fund	Core staffing, curriculum, instructional materials, operations, and professional learning
Additional Grants (if available)	Supplemental instructional initiatives aligned with strategic priorities

Resource Equity Review

Each year, leadership will evaluate whether resources continue to be allocated equitably.

Area	Evidence Reviewed	Review Frequency
Qualified teachers	Licensure records	Annual
Bilingual staffing	Staffing assignments	Annual
Co-teaching opportunities	Master schedule	Semester
MLL instructional supports	Walkthroughs and schedules	Quarterly
Special education services	IEP audits	Quarterly
Professional learning participation	Attendance records	Quarterly
Instructional materials	Department review	Annual
Technology access	Inventory review	Annual

Annual Budget Review

The Administrative Leadership Team will evaluate each major expenditure using the following questions.

Question	Evidence
Does this expenditure support a strategic priority?	Budget documentation
Is implementation occurring as intended?	Leadership dashboard
Is student achievement improving?	Student performance data
Should this investment continue?	Annual implementation review
Are adjustments needed?	Leadership recommendation

Sustainability Plan

The Academy recognizes that grant funding is temporary. Successful initiatives will therefore be incorporated into long-term organizational systems whenever possible.

Priority will be given to sustaining:

- The UMA-CW Instructional Framework.
- Professional Learning Communities.
- Instructional coaching.
- Benchmark assessment processes.
- Data-informed instructional planning.
- Co-teaching and inclusive instructional practices.
- Multilingual learner instructional supports.
- Leadership implementation reviews.

Whenever feasible, successful initiatives will transition from grant funding to ongoing support through the General Fund or other recurring funding sources.

Annual Resource Planning Cycle

Timeframe	Leadership Activity
July	Review funding allocations and approve annual implementation budget
August	Align resources with implementation calendar and staffing
Quarterly	Monitor expenditures and implementation progress
January	Mid-year budget review and resource adjustments
May	Evaluate effectiveness of investments
June	Develop funding recommendations for the following school year

Annual Resource Reflection

At the conclusion of each school year, leadership will evaluate:

- Which investments produced the greatest improvement in student learning?
- Which resources had the greatest impact on instructional practice?
- Were resources allocated equitably?
- Which initiatives should continue?
- Which investments should be revised?
- What additional resources are needed?

Recommendations from the annual review will guide budget development for the following school year.

Appendix E Summary

This appendix establishes the framework UMA-CW will use to align resources, funding, staffing, and professional learning with the strategic priorities identified throughout the School Improvement Plan. By intentionally connecting fiscal decisions to evidence-based instructional practices and annual evaluation, the Academy ensures that available resources are invested where they are most likely to improve student achievement and strengthen organizational capacity.

The annual resource review process also supports long-term sustainability by identifying successful practices that can become embedded within the Academy's ongoing instructional systems after the completion of the Comprehensive Support and Improvement cycle.

Appendix F

Executive Monitoring Dashboard and Continuous Improvement System

Purpose

The purpose of this appendix is to establish a comprehensive monitoring system that ensures faithful implementation of the Utah Military Academy–Camp Williams (UMA-CW) Comprehensive Support and Improvement (CSI) Plan.

Effective school improvement depends not only on selecting appropriate strategies, but also on consistently monitoring implementation, evaluating progress, engaging stakeholders, and making timely adjustments based upon evidence.

This appendix establishes the leadership processes, monitoring expectations, data review cycles, stakeholder consultation procedures, and continuous improvement framework that will guide implementation throughout the 2026–2029 CSI cycle.

Continuous Improvement Philosophy

UMA-CW believes that sustainable school improvement results from disciplined leadership, collaborative problem-solving, and evidence-based decision-making.

Leadership will continuously evaluate both:

- **Implementation Fidelity** (Are we doing what we committed to do?)

and

- **Student Outcomes** (Is student learning improving because of our implementation?)

Both measures are essential for successful school improvement.

Executive Leadership Dashboard

Strategic Priority	Primary Indicator	Review Frequency
Tier I Instruction	Classroom implementation of the UMA-CW Instructional Framework	Monthly
Multilingual Learners	WIDA growth and classroom language supports	Quarterly
Students with Disabilities	IEP implementation and instructional effectiveness	Monthly
Organizational Capacity	PLC implementation, instructional coaching, benchmark assessments	Monthly

Leadership Monitoring Calendar

Month	Leadership Focus
July	Annual planning and resource alignment
August	School opening, faculty professional learning, implementation launch
September	Baseline review, School Community Council organization, benchmark implementation
October	Classroom walkthrough analysis

November PLC implementation review

December Student support review

January Mid-Year Implementation Review

February Instructional coaching review

March Benchmark assessment analysis

April State assessment readiness

May Annual implementation evaluation

June Planning for the following school year

Monthly Leadership Review

Each monthly Administrative Leadership Team meeting will review the following indicators.

Area	Evidence Reviewed
Instructional Framework	Walkthrough summaries
PLC Implementation	PLC agendas and action plans
Instructional Coaching	Coaching logs
Benchmark Assessments	Student achievement reports
Attendance	Attendance reports
Student Behavior	Discipline summaries
MLL Implementation	Classroom observations and language supports
SPED Implementation	IEP progress monitoring and accommodations
Professional Learning	Participation and implementation evidence

Quarterly Implementation Review

Each quarter the School Improvement Team will evaluate implementation using the following questions.

Review Question	Primary Evidence
Are strategic priorities being implemented with fidelity?	Walkthroughs and leadership observations
Is classroom instruction improving?	Observation trends and coaching documentation
Are students demonstrating academic growth?	Benchmark assessments, WIDA ACCESS, Utah RISE, progress monitoring
Are interventions producing intended outcomes?	Intervention reports
Are resources aligned to current needs?	Budget and Resource Alignment Review
What adjustments are necessary?	Leadership action plan

Data Review Cycle

**Frequenc
y**

Data Reviewed

Weekly Walkthrough observations and coaching

Monthly Attendance, behavior, interventions, PLC implementation

Quarterly Benchmark assessments, subgroup performance, implementation fidelity

Mid-Year Comprehensive implementation evaluation

Annual Utah RISE, WIDA ACCESS, ACT, graduation outcomes, School Improvement Plan review

Stakeholder Consultation Framework

Meaningful stakeholder engagement is an essential component of continuous improvement.

Stakeholder	Consultation Timeline
Faculty	August implementation review and monthly PLC collaboration
Superintendent	Ongoing implementation consultation
Governing Board	Quarterly implementation reports
School Community Council	Quarterly meetings
Parents	Back-to-School Night, conferences, surveys, and ongoing communication
Utah State Board of Education	Required CSI reporting and technical assistance

Stakeholder Feedback Log

Stakeholder Group	Feedback	Leadership Response
Faculty		
Students		
Parents		
School Community Council		
Governing Board		

Annual Leadership Reflection

At the conclusion of each school year, the Administrative Leadership Team will complete a structured reflection addressing the following questions.

Reflection Question	Summary
What were our greatest accomplishments?	
Which initiatives produced the strongest student growth?	
Which implementation barriers limited progress?	
Which professional learning activities had the greatest impact?	
Which resources should be expanded?	
What priorities should guide the coming year?	

Annual Implementation Scorecard

Indicator	Status
Strategic Priority 1 implemented	☐ Complete ☐ In Progress
Strategic Priority 2 implemented	☐ Complete ☐ In Progress
Strategic Priority 3 implemented	☐ Complete ☐ In Progress
Strategic Priority 4 implemented	☐ Complete ☐ In Progress
Professional learning completed	☐ Yes ☐ No
Coaching cycle completed	☐ Yes ☐ No
Benchmark assessments completed	☐ Yes ☐ No
Resource review completed	☐ Yes ☐ No
Governing Board report presented	☐ Yes ☐ No
Annual CSI review completed	☐ Yes ☐ No

Annual Certification

The Administrative Leadership Team certifies that implementation of the UMA-CW Comprehensive Support and Improvement Plan has been reviewed, progress has been evaluated using available evidence, stakeholder input has been considered, and revisions have been incorporated into the following year's implementation cycle.

Position	Signature	Date
Principal		
Assistant Principal		
Dean of Students		
MLL Coordinator		
Special Education Coordinator		

Continuous Improvement Cycle

Throughout implementation, leadership teams will follow the Academy's continuous improvement model.

Step 1 – Assess

Collect implementation, achievement, attendance, behavior, and stakeholder data.

Step 2 – Analyze

Review trends, celebrate successes, and identify barriers.

Step 3 – Plan

Revise instructional practices, interventions, professional learning, and resource allocation.

Step 4 – Implement

Carry out agreed-upon action steps with fidelity.

Step 5 – Monitor

Evaluate implementation through walkthroughs, coaching, benchmark assessments, and leadership reviews.

Step 6 – Reflect

Determine effectiveness and revise implementation priorities for the following cycle.

This cycle will guide every major leadership decision throughout the implementation period and ensure that improvement efforts remain responsive to student needs and aligned with the Academy's mission.

Appendix F Summary

Appendix F establishes the operational framework through which UMA-CW will monitor, evaluate, and continuously improve implementation of its Comprehensive Support and Improvement Plan. It integrates leadership oversight, data review, stakeholder engagement, implementation fidelity, and annual reflection into one coherent system.

By combining these processes into a single executive monitoring framework, the Academy creates a sustainable structure that supports instructional excellence, organizational learning, and evidence-based decision-making. This framework is intended to guide leadership throughout the three-year CSI cycle and to ensure that implementation remains focused on improving outcomes for all cadets, particularly Multilingual Learners and Students with Disabilities.

Appendix G Partnership

UMA recognizes the importance of developing and implementing the School Improvement Plan in partnership with a broad range of education partners. UMA Camp Williams has incorporated additional education partners throughout the implementation, monitoring, and evaluation process.

Education partners who will participate in the implementation and monitoring of the plan will include school leaders, teachers, instructional staff, support staff, and parents/cadets. Staff members will be involved in implementing the identified strategies within their respective areas and will provide ongoing feedback regarding the effectiveness and progress of those strategies. School leaders will monitor progress toward established goals, review available data, and facilitate regular opportunities for staff to discuss progress, challenges, and necessary adjustments.

Parent and cadet input will also be incorporated through existing communication structures, surveys, meetings, and other feedback opportunities. This input will help UMA evaluate the effectiveness of improvement efforts and identify areas where additional support or adjustments may be needed.

The School Improvement Plan will be treated as a living document and will be reviewed periodically throughout the school year. UMA will use progress-monitoring data and feedback from education partners to determine whether strategies are producing the desired outcomes and make modifications as appropriate.

The roles that will contribute to the implementation and monitoring of the School Improvement Plan include:

- **School Leaders:** Oversee implementation, monitor progress, review data, and coordinate plan adjustments.
- **Teachers and Instructional Staff:** Implement improvement strategies, provide classroom-level feedback, and contribute to progress monitoring.
- **Support Staff:** Assist with implementation and provide feedback related to student support and schoolwide needs.
- **Parents/Cadets:** Provide feedback regarding school improvement efforts and participate in opportunities to support the identified goals.
- **School Leadership Team/Improvement Team:** Collaboratively review progress, discuss outcomes, and recommend adjustments to strategies as needed.

Through this expanded approach, UMA will ensure that the School Improvement Plan reflects shared responsibility and ongoing collaboration among the school community rather than being solely a leadership-developed document