Unified Improvement Planning

2022-2023

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COLORADO
CHARTER SCHOOL INSTITUTE

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About

UIP Overview

The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. Furthermore, the federal Elementary and Secondary Education Act (ESEA) – including Titles IA, IIA and III – requires improvement planning to focus on ensuring that all students in the state reach proficiency in English language arts/reading and mathematics.

The Charter School Institute (CSI) uses schools' Unified Improvement Plans for a variety of purposes. These include satisfying multiple requirements for the charter renewal process, planning targeted supports for schools and school staff, communicating with the CSI Board of Directors, and evaluating the impact of internal improvement planning supports. As such, it is vital that CSI schools present a thorough picture of their annual academic priorities through the UIP. Although schools with a school rating of Performance or higher may choose to submit a UIP biennially, CSI strongly encourages annual updates in order to present the most accurate picture of each school's improvement efforts.

More information, including the most current list of schools required to submit a UIP for the upcoming academic year, may be found on the CSI UIP resource page.

CSI UIP Handbook

This Handbook includes a detailed description of each section of the online UIP tool, including requirements, resources, and exemplars. Additional supports and resources are hyperlinked throughout. Additionally, clicking on the section sub header will take you to a short video module related to completing that section within the online tool.

2022-2023 UIP Timeline

February - May: UIP trainings

April: UIP tool rolls over (22-23 form available)

August 15th: Completed first draft of UIP in online tool*

Renewal schools must complete a first draft of the UIP prior to their renewal site visit

September 1st - October 1st : Feedback from CSI, make any required updates based on SPF

October 15th: Final draft of UIP due (CDE deadline) *Priority Improvement/Turnaround schools only:* **Additional CDE feedback received in late fall**

Online UIP System: Overview

Accessing Online UIP System

To log on, go to: https://www.cde.state.co.us/idm/uip

Click "Log in to UIP for Schools"
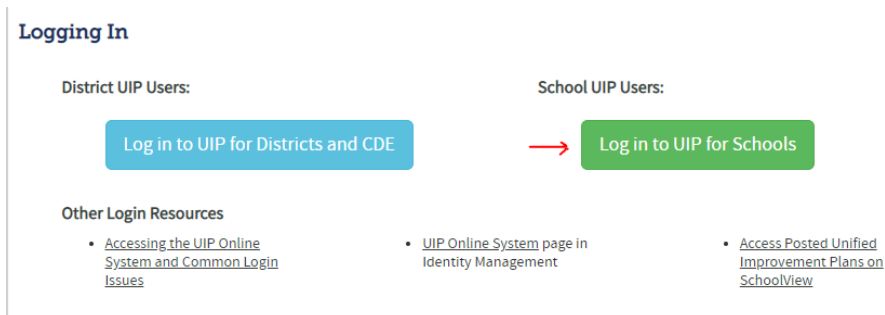
You will be prompted to enter a username and password. If you do not have a username, please contact Jessica Welch (jessicawelch@csi.state.co.us). Only school leaders who will be completing the UIP will be given log-on credentials.

Once you've logged in, you will see the following image:

Tool Logistics

Order of completion

The online system is designed to be edited in order from start to finish. Working in non-consecutive order through the tabs will result in loss of functionality. Be sure to work through the tabs in order as your complete your UIP.

Save frequently

This system does not automatically save as you complete each section. If you lose internet collection or accidentally click out of a tab, any work that has not been saved will be lost.

"Copy from last year" button

Because the CSI timeline differs from the state timeline, schools will begin their work on the UIP in the prior year UIP form. Once the state system rolls over in June, schools must use the "Copy from last year" button (highlight in image above) to transfer their work into the new blank UIP form. Pop-ups must be enabled to use the Copy from the year button.

UIP as a public document

Final draft UIPs are submitted to CDE for public posting each year. As such, when creating your UIP **avoid:**

- Reporting any achievement data for student groups smaller than 16 students (n<16) and growth data for student groups smaller than 20 students (n<20).
- Making any references that could be construed as negative about the student or family school population (i.e., "students lack motivation", "parents failed to submit xxx documentation").
- Focusing on any aspect or issue that is outside the control of the school and/or adult actions. For example, rather than focusing on the lack of academic readiness of incoming students, focus on improving systems that can remediate gaps in student learning.

Section I: School Requirements and Information

Section I Tab 1: Summary Information about the School

This tab has ==**NO REQUIRED ACTION**==. It contains a summary of the school's current plan type which will not be populated until the release of the State Performance Framework (SPF) in the fall.

Section I Tab 2: UIP Information

This tab contains three subsections: *Context, Improvement Plan Information*, and *School Contact Information*.

Context: OPTIONAL. This section is duplicative, as it contains the same information included in the Brief Description tab of Section III.
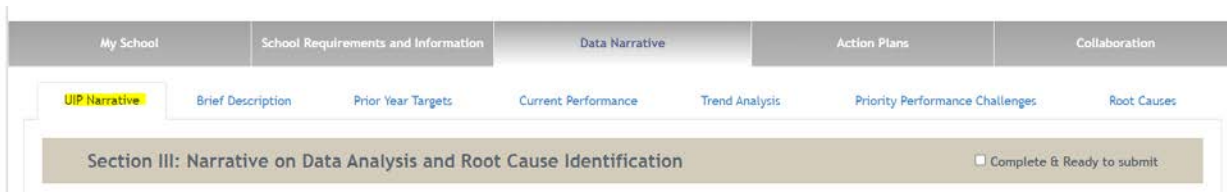
Improvement Plan Information: CSI schools will select "State Accreditation"

School Contact Information: Add Contact information of the staff members responsible for the completion of the UIP. At a minimum, this should include the ***School Leader*** and ***School Accountability Committee Chair***.

Section II: Data Narrative

Section II Tab 1: UIP Narrative

This tab has ==NO REQUIRED ACTION== and will automatically populate with a summary of the work completed in Section III. **Do not** use the hyperlinks under each section to edit, as this may not save correctly to the final draft.

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

Section III: Narrative on Data Analysis and Root Cause Identification   ☐ Complete & Ready to submit

Section II Tab 2: Brief Description

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

Section III: Step One - Brief Description   ☐ Complete & Ready to submit

➢ **Content: What should this section include?**

This tab should give a brief context of your school. This section *may* include:

- Population and demographics
    - o Enrollment, changes in demographics, mobility over the past 2-3 years
- Leadership and staff
    - o Organization structure, staff turnover and longevity
- Instructional model
    - o Assessment used, curriculum, programs and any changes in these areas over the past 2-3 years
- Community and family involvement
    - o How your family community is involved in school planning and decision making
- History of school plan type (improvement, performance, etc.)
- UIP development process
    - o Who was involved?
    - o What was the process?
    - o How was the School Accountability Committee involved?

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- o How was analysis conducted (try to include detail beyond "staff determined" or "based on data we concluded")

Required: Schools <u>must</u> include information on how the SAC (school accountability committee) and broader school community is included in the UIP planning and review process.

➢ **Common Pitfalls**
- Don't assume the reader knows what makes your model unique and avoid using model-specific jargon.
- Delving into data analysis. Save this for the "Current Performance" section.

➢ **Resources**
- o CSI School Accountability Committee Resource Page
- o CDE Resource: School Accountability Committee Timeline

➢ **Exemplars**
This section includes modified exemplars from CSI schools.

The Academy of Charter Schools: Brief Description
The Academy is a PK-12 charter school in Westminster serving approximately 1900 students: 35 PK students, 865 elementary students, 445 middle school students, and 565 high school students. This student population includes approximately 42% minority, 6% English language learners, 25% free or reduced lunch, 7% gifted, and 7% special education. Our vision is to serve all of these students by fueling lifelong success through *preparation, exploration, and empowerment.* We prepare all students develop the academic skills needed for lifelong success; we support all students as they *explore* their strengths and passions through real-world learning; and we provide all students opportunities to practice habits of mind that will *empower* them to lead their own futures.

During the spring of 2021, The Academy's Board of Directors, senior administration, committee members, and staff leaders collaborated to develop a new 5-Year Strategic Plan. This work was grounded in the school's mission and vision and outlines how we hope to pursue our community values in the years to come. All goals and performance indicators included in the strategic plan are written with a 5-year time frame in mind, spanning from the fall of 2021 to the spring of 2026. This strategic plan serves as the launching point for The Academy's efforts to develop the UIP each year.

As part of the annual process to develop our unified improvement plan, we first share our overall data with all of our stakeholders through meetings and other communications. These groups include board members, senior administration, teachers, and the School Accountability Committee. Past years' efforts to identify root causes and priority performance challenges focused on curriculum shortcomings and inadequate student support structures. This led to the adoption of and training in new curriculums across the school as well as the development of more robust, multi-tiered systems of student support. As our data collection and utilization skills improved through the implementation of these efforts, we identified specific groups of students whose needs we were still not meeting. Administrators, teachers, and the School Accountability Committee worked to further adjust performance targets, and identify interim measures and implementation benchmarks to better zero |

in on the problem and hold ourselves accountable to addressing it. This year's work to develop the 2021-22 UIP builds upon those past efforts. We aim to align the ambitious 5-year goals included in our strategic plan with the work we have already done in recent years to set the stage for annual work planning that builds on our past successes, identifies our current challenges, and moves our community forward in manageable, yearly chunks toward our vision for students.

Section II Tab 3: Prior Year Targets

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

This tab will automatically populate with prior year targets and major improvement strategies if the school selects "copy from last year".
New Schools: Leave this section blank

➤ **Content: What should this section include?**

  o There are two fillable sections in this tab: ***Reflection on Student Targets*** and ***Summary of adjustments*** made based on reflection.
    ▪ ***Reflection on Student Targets***
      • Describe Major Improvement Strategies implemented in the prior academic year (or currently in process). Are they having the intended impact? How do you know? Include a description of why prior goals were met or not met.
    ▪ ***Summary of adjustments***
      • Based on the information provided in the Reflection section, what adjustments will you make in the coming academic year? For example, will your school continue with prior Improvement Strategies as is? Adjust their implementation? Discontinue and select different Improvement strategies?

➤ **Common Pitfalls**
  o Simply listing outcomes and targets. This section should focus on a narrative, rather than pure outcome data.
  o Failing to include prior Major Improvement Strategies. If you chose not to use the Copy from Last Year function, you should include a list of the Improvement Strategies submitted in the last UIP (and reflect on their efficacy/implementation).

➤ **Resources**
  o CDE Quality Criteria: Prior Year Targets

➤ **Exemplars**
This section includes modified exemplars from CSI schools.

Crown Point Academy: Reflection on Prior Year Targets and Major Improvement Strategies

Prior Year Target: All grades will exceed the State average of meets and exceeds standards on the 2019 CMAS math assessment. The target was not met. Two out of six grades levels were below State average in total meets and exceeds on the 2019 CMAS math assessment. 3rd grade received a total M&E of 28.3% and the State average was 41%. 5th grade received a total M&E of 32.7% and the State average was 35.7%. The low performance in 3rd grade was noticed through our internal Galileo assessments in February and May; however, the data team believed the low performance was an anomaly and that the actual performance on CMAS would be higher. We were incorrect in this belief.   We also expected higher overall results in 5th grade as our internal results indicated higher performance.

Prior Year Target: All classes and grade levels will exceed the State average of meets and exceeds expectations on the 2019 CMAS ELA assessment. The target was not met. Two out of six grade levels were below State average in total meets and exceeds on the 2019 CMAS ELA assessment. 4th grade received a total M&E of 42% and the State average was 48%. 5th grade received a total M&E of 46.2% and the State average was 48.4%.

Prior Year Target:100% of students identified as gifted and talented in math will meet expectations on the 2019 CMAS math assessment, and at least 50% of students identified as gifted and talented in math with exceed expectations on the 2019 CMAS math assessment. The target was not met. All but one identified GT student met expectations on the 2019 CMAS math assessment for a total of 96%, so we were close to that part of the target; however, only 35% of identified GT students exceeded expectations on the 2019 CMAS math assessment. This is another indication that we are unable to keep high performing students in the exceeds level.

Prior Year Target: At least 60% of students at all grade levels will meet expectations on the written expression portion of the 2019 CMAS assessment. This target is difficult to identify as met or not because of how the data was reported. This was probably not the best way to represent this goal. On the 2019 CMAS assessment, all grade levels averaged 23% of the points possible on the written expression portion of the test, and written expression continues to be our lowest scoring substandard.

Prior Year Target: The median scale score will be 750 or higher on the 2019 CMAS math assessment. The target was not met. The mean scale score for elementary was 740.2 and the mean scale score for middle school was 741.6. This averages out to a 740.9. The decrease in mean scale score must be attributed to our elementary classes as their mean scale score dropped from a 746.6 in 2018. A positive outcome can be found in our middle school results where the mean scale score improved from the 732.8 we earned in 2018.

Prior Year Target: The median scale score on the ELA CMAS assessment in 2019 will be 755. The target was not met. The mean scale score dropped at both the elementary and middle school level. In elementary, the 2018 mean scale score was 751.1 and it dropped to 747.3 in 2019. In middle school, we went from a 748.4 in 2018 to a 743.5 in 2019. These scores are consistent with the poor growth we saw overall on CMAS as well as our internal assessments. We did have a new English Language Arts curriculum in elementary and a new ELA teacher team in middle school, but the overall decline in scale scores was disappointing.

Prior Year Target: The median scale score for boys with be within 5 points to that of girls on both the 2019 ELA and math CMAS assessments at every grade level. The target was partially met, but only in math. In ELA, girls had higher mean scale scores than boys ranging anywhere from 7 points difference to 27 points difference. In math, boys had higher mean scale scores than girls in 3rd, 4th, and 8th grades. Girls had higher mean scale scores than boys in 5th grade (6 points), 6th grade (21 points), and 7th grade (3 points). While this is an improvement from the prior year when girls had higher mean scale scores than boys in all grades and subjects, there is still a wide gap in the growth and performance of boys and girls, especially in ELA.

Major Improvement Strategies:

Adoption of new ELA curriculum: Upon adoption and purchase of the new ELA curriculum, Core Knowledge Language Arts, we were excited to watch the progression of the curriculum throughout the year. This curriculum is comprehensive in terms of having a complete reading AND writing program, which our previous ELA curriculum did not include. Additionally, we were excited for the more relevant and interesting texts included in the reading portion. The elementary teachers expressed the fact that the program was overwhelming to implement because there was so much information and each unit was incredibly time consuming. The instructional staff worked hard to find a balance between covering the content with fidelity while also maintaining adequate time to cover other contents. While our results in ELA were poor across all grade levels on CMAS in spring 2019, we are confident that our results will improve this year. We are already seeing those trends in our internal assessment data.

Develop progressive writing program and rubric: This major improvement strategy was more time consuming than expected, so we are continuing to work on this now. We are using the rubrics provided by the State as a basis for creating writing rubrics that make sense at each grade level including primary grades. We are also tailoring the rubric to reflect components highlighted in the ELA curriculum.

School Data Team: Again, while our results were less than desirable on CMAS in 2019, we feel that the Data Team was an effective tool to bring data and information to the grade levels; however, we want to take this a step further this year. Each grade level (instead of representation from each hallway) will meet with an administrator at least monthly to review all internal benchmarks and discuss how we can adjust instruction to meet the needs of the students.

Restructure of math groups: This major improvement strategy was based on our book study of Jo Boaler's Mathematical Mindset. We wanted to eliminate ability groups for a variety of reasons as outlined in the book; however, we struggled with moving forward with this as the year progressed. Some teachers really struggled with having mixed ability and achievement levels in the math classroom because the disparity was so significant. We would like to continue with this goal over the course of this year, monitor our growth and achievement, and continue to readdress our instructional practices in math. While middle school demonstrated high growth in math, elementary continues to struggle, so this is an area we will continue to focus on.

Crown Point Academy: Summary of Adjustments for Current Plan

Some of our Major Improvement Strategies that were initiated last year will continue this year for further development. The writing program and rubric will continue in development this year as elementary teachers work together to create a progressive rubric to grade student writing in a variety of contents and for a variety of purposes. Now that we have one year of full implementation of the new ELA curriculum, we should be able to hone our focus on the writing component.

Another Major Improvement Strategy from last year that will continue this year is the Data Team initiative. The change for this year will be that each grade level will meet with Data Team reps monthly to review data and make real time decisions regarding instruction. We believe that further analysis will allow us to truly impact student learning based on the data.

Two new Major Improvement Strategies this year revolve around professional development and training for the staff. We have identified three big areas of focus that could have a big impact on student achievement:

Professional Development in Differentiated Instruction: Our data indicates that we are not making adequate growth with our special education students AND our gifted and talented/high performing students.

Professional Development in Progress Monitoring: Teachers did not utilize that data sufficiently to address student learning gaps and target their instruction accordingly. We saw a direct correlation in the results of those who looked at data regularly (primarily members of the Data Team) and their class results to those who did not look at data consistently. We need to provide more training on what data is available and how to use it to drive instruction.

Professional Development in Equity to address growth gaps in students of color and male students

Section II Tab 4: Current Performance

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

➢ **Content: What should this section include?**

This tab provides a summary of overall performance for the school in the current/prior academic year. The data and information provided here should reflect what the school team uses for school planning on a regular basis. This should include state and interim assessment data, and may include other sources such as observational data, survey data, attendance, engagement, etc.

Please note- the most important data to include is the **data your school team uses to make decisions.** This is particularly important given the late release of state assessment scores and SPFs. As you are writing your UIP, simply include a placeholder for the most current state assessment results.

Required- all schools

- **Summary of School Performance Framework** (SPF) indicators (schools will need to use placeholders until data is released in late August
    - **The bottom of this page includes an embedded Tableau dashboard. Schools may select the data they wish to share and include screenshots directly in the text box.**

- **Interim assessment data** and narrative analysis (ELA and Math) for all grade levels served

Conditional Requirements

- **READ Act Requirements: Schools serving K-3rd grade must include the following**:

    - READ Act approved interim assessment data for grades K-3, including number of students identified as SRD by grade level

- **Early Literacy Grant (ELG) Recipients:** Schools receiving this grant must include grant specific information. This includes reflection and trends related to all three goals designated within the ELG as well as the Literacy Evaluation Tool.

- **Turnaround Schools:** Must include results from an early childhood needs assessment (if serving grades K-3). See resources here.

- **ESSA identification:** Schools identified under ESSA must include an analysis of data related to category of identification (see appendix for more information)

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Additionally, schools should consider including the following:

- Qualitative and/or process data related to school climate and culture
  - Attendance/behavior data
  - Staff, family, and student survey data
  - Mental Health initiatives
- Implementation data from prior year's improvement efforts (this may also be included in the Prior Year Targets section)

High level summary of school's **CSI Equity Screener** (considering n-counts) indicators

➢ **Common Pitfalls**

The most common issue is not including clear explanations of the data shared. Be sure to include the subject area, grade level, and time frame.

➢ **Resources**
  - CDE UIP Performance Analysis resources
  - CSI Interim Assessments resource page

➢ **Exemplars**
  This section includes modified exemplars from CSI schools.

Two Rivers Community School: Current Performance

In 2018, Two Rivers Community School received a rating of Improvement School on the CARS report. Our Preliminary 2019 School Performance Framework (SPF) shows a Performance rating with 64.7/100 possible points. This is up significantly from 2018's Improvement rating and score of 46.6/100. TRCS scored 67.9% for Academic Achievement and 62.5% for Academic Growth compared to 58.3% and 38.8% in 2018, respectively.

When looking at enrollment over time, there are some important trends worthy of noting while considering the school's current performance. When the school opened in 2014, we had just 172 students enrolled. Since then, we have expanded our student population over time to 350 students and a complete remodel and expansion of our facility. While the growth has come with some challenges, our student population continues to look more and more like the demographics of our local community. In 2014, our Free or Reduced Lunch (FRL) population was just 11.6% while in 2018 it was up to 28.3%. The number of students we serve with IEPs has increased from 1.7% in 2014 to 9.7% in 2018. English Learners (EL) made up just 11.6% of students in 2014 and are now up to 17.6%. The increasing trends in each of these sub-populations reflect our commitment to serving a population representative of our community. This is notable as these sub-populations are often comprised of students who have a greater chance of being ''at-risk'' academically.

Median Scale Scores (MSS) for grades 3, 4, and 5 in ELA were 742, 747, and 737 respectively, equating to an elementary ELA MSS of 742. This MSS is down slightly from 744 in 2018. Though these numbers show strength in achievement scores when compared to state and district performance figures, they continue a downward trend in performance at the elementary level that must be addressed. While the Median Scale Scores went down slightly, the elementary Median Growth Percentiles increased significantly. The ELA MGP in 4th-grade increased from 25 to 36 and 5th-grade increased from 21 to 45 when comparing 2018 to 2019. Neither 4th-

grade or 5th-grade ELA MGP scores met our expectations, but they are a significant improvement nonetheless.

MSS for grades 6, 7, and 8 in ELA were 753, 746, and 752 respectively, equating to a middle school ELA MSS of 751. This MSS is up significantly from 743 in 2018. This change is significant as it breaks a downward trend in middle school performance for ELA and indicates that improvement strategies are on the right track. When looking at growth, the results are also favorable. In grades 6, 7, and 8, the MGP scores for ELA were 53.5, 52, and 76, respectively.

MSS for grades 3, 4, and 5 in math were 744, 731, and 736 respectively, equating to an elementary math MSS of 737. This MSS is up slightly from 734 in 2018. This change indicates that improvement strategies put in place for the 2018-2019 school year are having a positive impact on student achievement. Growth scores were mixed. In 5th-grade, the MGP for math increased from 22 in 2018 to 69 in 2019, while in 4th-grade, the MGP for math decreased from 36 to 34.5. While the 5th-grade improvements are excellent, we must continue our work to ensure all students are growing at appropriate levels.

MSS for grades 6, 7, and 8 in math were 738, 732, and 741respectively, equating to a middle school math MSS of 737. This MSS is up from 731 in 2018. This change indicates that improvement strategies put in place for the 2018-2019 school year are having a positive impact on student achievement. Growth scores for middle school students were impressive, with each grade level demonstrating improved MGP scores when compared to 2018. Growth scores were 46, 60, and 55 for grades 6, 7, and 8, respectively.

When looking at current performance for sub-populations, there was a notable improvement in every category for both ELA and math when comparing achievement scores from 2018 and 2019 CMAS data. Students eligible for Free/Reduced Lunch increased ELA achievement scores from 722 to 735 and math achievement scores from 723 to 726. Minority student scores improved from 732 to 741 in ELA and from 725 to 731 in math. Students with IEPs also saw improvement in both math and ELA, increasing from 705 to 714 in ELA and from 707 to 716 in math. English Learner scores increased from 749 to 751 in ELA and from 717 to 721 in math. Gifted students scores increased from 741 to 745 in ELA. There was not a high enough population tested to show a score in math. These results indicate that major improvement strategies from the 2018 school year have had a very favorable impact on our subgroup students' achievement scores for ELA and math.

READ Data

According to our results from the interim iReady Reading Diagnostic testing, in the fall of 2018, the number of students at risk for Tier 3 intervention was, 0% in kindergarten, 9% in grade 1, 23% in grade 2, and 26% in grade 3. By the spring of 2019, the number of students at-risk for Tier 3 intervention was, 0% in kindergarten, 2% in grade 1, 7% in grade 2, and 8% in grade 3. This decrease of the number of students at risk for Tier 3 intervention is significant and indicative of a strong reading program. In the fall of 2018, 29.5% of students in K-3 were identified as being at grade-level on the iReady reading diagnostic. By spring of 2019, that number increased to 77.3% based on the end-of-year reading diagnostic. In the fall of 2018, 11 students were identified as SRD and put on READ plans. In the spring of 2019, that number was up to 15. This increase in number is in large part due to an error in the identification process of SRD students who also qualify for special education services and are on an IEP.

Section II Tab 5, Trend Analysis

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

➢ **Content: What should this section include?**

Given gaps in state data, consider including trend data related to interim data, culture data, or other relevant trends based on Current Performance section. Trend data may span multiple years or be constrained to multiple data points within a single year.

This tab should include information on trends (three years if available- if school has been open fewer than three years; include as much longitudinal trend data as possible) and include:

- Information on the test, the content area, the data points, the direction/trend, the years, and a *comparison point* to demonstrate magnitude.
  - o Comparison points can be: state-wide results, school-wide result, grade-level results, etc.
- Explicitly mention if three years of data is not available, or if N-sizes are too small
- One statement per online text box
- **READ Act requirement:** include K-3 literacy trend related to number of students with significant reading deficiencies (SRD) OR number of students on/exited from READ plans.
- **ESSA identified schools:** Include trends that address the area of identification

**TIP: Sentence Framework for Trend Statements

- **Template:** (School Name) students are on a (direction) in (subject) on (test) between (year) and (year) (Year- Data; Year- Data; Year- Data). Compared to the (school overall/geographic district) this is (above/below) by X.

➢ **Resources**
    CDE: Developing Trend Statements

➢ **Exemplars**
    This section includes modified exemplars from CSI schools.

Various Schools: Notable Trend Statements
Montessori del Mundo students are on an increase in ELA on CMAS between 2017 and 2019 (2017 = Mean scale score 709, 2018 = Mean scale score 718, 2019 Mean scale score 717). The 2019 Mean scale score remains below the geographic district Mean scale score of 727.

SCCS students with SRDs have been relatively stable as seen on the percent of students placed on READ plans between 2016 and 2018 (2016=8.1%, 2017=10.3%, 2018=10.1%). By the end of the year, percent of students on READ Plans between 2016-2018 (2016-2017= 5.3%, 2017-2018= 5.8% 2018-2019= 7.6%. This trend is notable as an indicator of success in early elementary reading programming, progress monitoring through STAR early literacy & DIBELS and intervention strategies through BURST.

Gifted Students at CECFC consistently score lower on all measures (CMAS, PSAT, and SAT) than the geographical district. CECFC has also consistently has served fewer Gifted students (2017- 5.4%, 2018- 7.2%, 2019- 6.5%) compared to the geographical district which tends to be closer to 8%. This trend is notable because CECFC's early college model should provide a helpful system for GT students, but instead, this population appears to be consistently under-performing and potentially under-identified.

Section II Tab 6: Priority Performance Challenges

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
UIP Narrative	Brief Description	Prior Year Targets	Current Performance	Trend Analysis	Priority Performance Challenges	Root Causes

➢ **Content: What should this section include?**

This tab should focus on statements related to student-level data, linked to trend statements. Priority performance challenge statements reflect the areas that need the most immediate attention for improvement. Schools should identify no more than **three to five** priority performance challenges. Multiple trend statements may be combined into a single priority performance challenge (for example, if there are separate trend statements related to growth and achievement in middle school and high school math, a since performance challenge related to math should be created). **Performance challenges may include academic and non-academic student-focused statements.** *Priority performance challenges should not contain statements related to adult behaviors, systems, or resources.*

⚠️ **ESSA identified schools must include at least one priority performance challenge that addresses the reason for identification.**

Use the "Provide a rationale" box to describe evidence describing why the school has chosen to focus on the identified challenges, as well as the magnitude and impact of selected challenges.

➢ **Common Pitfalls**

Performance challenges must be linked to student outcomes. Do not include statements related to adult behaviors or systems. For example, "Teacher turnover has increased each year for the past 3 years" is NOT a performance challenge. See below for examples of appropriate performance challenges.

➢ **Exemplars: What does a model example look like for this section?**

This section includes modified exemplars from CSI schools.

Caprock Academy: Priority Performance Challenge and Rationale
Name: Low Middle School English Language Arts Academic Growth   Description: Middle school students have been experiencing slower than average growth for the past three years in English Language Arts, and despite making gains two years ago, the students have plateaued in their level of growth, while still below average.   Rationale: Caprock Academy teaching staff has been focusing on math growth and achievement for several years in a row, and as a result, it appears that more attention needs to be given back to English Language Arts, especially at the middle and high school levels. After reviewing the data and curriculum given to the teaching staff, it became apparent that there was no clear vertical alignment in in Composition from 3rd grade up. The problem has become more obvious as teaching staff has turned over and methods and pedagogy that were commonly applied in years past were not continued, leaving the teachers with a lack of cohesive direction. When compared to the work the school has done with fidelity and teacher support in math, as well as the positive results, the difference in English was glaring. The problem can also be masked by the fact that the students have been scoring above average on standardized assessments up until recently, leaving faculty with the impression that the students were fairing okay, when really they have been on a slow growth curve for about three years, and that has now caught up in the area of achievement.

Section II Tab 7: Root Cause Analysis

> ➢ **Content: What should this section include?**

This tab should include information on the underlying causes behind each priority performance challenge identified in the prior step. These are the root causes that, if addressed, would result in the elimination or substantial reduction of the performance challenges. This section of the online tool allows you to assign a root cause to each priority performance challenge, and provide a rationale for how each Root Cause was selected and verified. ***This section cannot be completed until the Priority Performance Challenge tab has been updated.***

Root Cause guidance:

- Must be adult actions or systems under school control: not characteristics of the student or school (poverty, mobility, motivation, etc.)
- Include more than one source of data, in addition to performance data, in the verification of the root cause.
- Must be aligned with other plan elements including the current performance narrative and the priority performance challenges.

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- ➢ **Common Pitfalls:**
  - Avoid wording root causes as **desired outcomes**. For example, use "inconsistent reading instruction" rather than "Improve reading instruction".
  - Do not include issues **out of the school's control**.
  - Root causes **written blaming staff**; deeper analysis should be conducted to identify the systems failure that led to staff members not meeting expectations.

- ➢ **Resources**
  - o CDE UIP Root Cause resources

- ➢ **Exemplars:**
This section includes modified exemplars from CSI schools.

New Legacy Charter School: Root Causes

School Structures are Not Flexible Enough to Accommodate Student Needs - School structures have been designed after traditional high school models and do not take into account the circumstances faced by many of our students (hyper-mobility, inconsistent attendance, beginning academic skills, severe credit deficiency, balancing the demands of parenthood, etc.).

Rationale:
School Structures are Not Flexible Enough to Accommodate Student Needs
New Legacy is not a traditional school and we do not have traditional students. However, student schedules and credit acquisition has been modeled after traditional high schools. Students are scheduled into seven classes throughout the day and if they earn 60% of the points offered in a given quarter, they earn credit. Examining many of our ''failing'' students' grade reports, however, it is clear that this system does not work for many of our students. For example, throughout the first semester of 2018-19, 35% of our students ''failed'' by earning between 40-60% of the points in a given quarter. It isn't that students aren't *doing* the work, but they aren't completing it in the standard 9-week timeframe. Our school structure currently is not flexible enough to accommodate for the unique needs of our pregnant and parenting students (who need maternity leave, flexibility for doctors' appointments, time to breastfeed during their classes) or for students who come to us after dropping out and need significant credit recovery before they reach the age of 21. It is clear we need to re-examine our school structures from the lens of what our unique student population needs in an academic program.

Section III: Action Plans

Section III Tab 1: Major Improvement Strategies

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
	Major Improvement Strategies	Planning Form	Full Plan	Target Setting	Report

➢ **Content: What should this section include?**

This tab includes detailed information on **each** Major Improvement Strategies. Using the Copy from Last Year button on the home page will case all Major Improvement Strategies from prior UIP(s) to be copied over. You must either delete or update each existing strategy and add new ones as appropriate. **You must have at least one Major Improvement Strategy to address each identified Root Cause. A single Major Improvement Strategy may address multiple Root Causes.**

Clicking the Add Major Improvement Strategy will open a text box with 4 sections:

- **Name**: Clear description of the strategy (NOT the outcome) that will be implemented
- **Describe success:** Key components of strategy and a description of what will be different about programs or practices once the strategy is fully implemented (not a target for student outcomes)
- **Research supporting strategy:** CDE and ESSA require a research or evidence base for selected Major Improvement Strategies. Describe the research that the school used to guide the selection of each improvement strategy.
- **Accountability Provisions**: Select State Accreditation

Additional Considerations

- Be sure to associate at least one Root Cause with each Major Improvement Strategy
- **ESSA identified schools** must clearly select a strategy that directly addresses the reason(s) for ESSA identification
- **Turnaround schools** must select at least one of the state-identified turnaround strategies (see Appendix).
- **READ Act requirement:** Schools serving K-3 must identify a Major Improvement Strategy which addresses students with Significant Reading Deficiencies (SRD).

➢ **Common Pitfalls**
- Written as a goal, not a strategy
- Not clearly aligned to identified root cause
  No evidence provided for why the strategy will postively impact the root cause identified
➢ **Resources**
  ➢ CDE Major Improvement Strategy Guides

➢ **Exemplars**

This section includes modified exemplars from CSI schools.

Colorado International Leadership Academy: Major Improvement Strategy

Major Improvement Strategy: Implementation of successful data teams and MTSS system

Describe what success will look like: Instructional leadership will provide time for teachers to form effective and collaborative data teams. Vertical and horizontal data teams will meet at least once a month to analyze student achievement data derived from formative and interim assessments, identify learner-centered problems, and develop action plans to address these problems. MTSS team members will be an integral part of these teams. Data teams can identify at-risk students in need of more intensive interventions during these meetings and collaborate with the MTSS team to choose an appropriate course of action. MTSS team members will monitor the success and progress of chosen interventions and strategies during these data team meetings as well. Students should play an integral part in this process by staying informed about their progress and actively participating in setting learning goals.

Success will be apparent when data teams are established and well-functioning and their work will result in identifying students at risk earlier, strategies agreed upon in the meeting are implemented in classroom instruction, and student growth is present.

The implementation process was started during the 2019/20 school year, but still requires additional efforts to fully implement it and see the desired outcomes.

Describe the research supporting this strategy and why it is a good fit for your school:

Data-driven instruction will lead to increased student success. Examining student achievement data on a regular basis and using these insights to inform instruction will lead to high-quality instruction which in turn has an undeniably positive effect on student achievement (Boudett, City, & Murnane, 2013). DuFour et al. (2006) stress the importance of interdisciplinary teams in the data team collaboration process. This improvement strategy will help CILA detect students at risk and with possible learning gaps from the previous school year early and provide appropriate interventions while at the same time improving general education instruction for the entire student population.

Root Cause:

Insufficient data use to inform and modify instruction

Insufficient integration of general education and specialized student services

Section III Tab 2: Planning Form (Action Steps and Implementation Benchmarks)

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration

Major Improvement Strategies	Planning Form	Full Plan	Target Setting	Report

This tab outlines how the schools will implement each Major Improvement Strategy (**action steps**) and how schools will know the improvement strategy is being implemented with fidelity (**implementation benchmarks**). Please note that in order to complete Implementation Benchmarks and action Steps for each Major Improvement Strategy, schools must click the "Next Major Improvement Strategy" button in the online tool.

Implementation Benchmarks

➢ **Content: What should this section include?**

Implementation benchmarks represent indicators that will allow schools to gauge whether improvement strategies are being implemented with fidelity. These will include shifts in adult behavior (changes in teaching practice, classroom management, etc.), systems, and policies.

Each Implementation Benchmark **must** include:

IB Name: Name your Implementation Benchmark –what behavior or system change does it address?

Description: What is the measurable benchmark for this behavior or systems change? Which staff members/systems will be exhibiting the change?

Start/End Date: Set a time from for the implementation benchmark to occur.

Frequency: How often will this benchmark be observed/measured?

Key Personnel: Who will be in charge of monitoring this implementation benchmark?

Reminder- the adults in your building will have varying levels of capacity to implement new programs; consider creating differentiated Implementation Benchmarks.

➢ **Resources**
   ○ Implementation Benchmark Guidance
➢ **Exemplars**

New Legacy Charter School: Implementation Benchmarks
Improvement Strategy: Implement Advisory Model for Student Support **IB Name:** Family Contact **Description:** All Advisors call or contact student families at least twice per quarter **Start/End Date:** 8/14/2019- 5/9-2020 **Frequency:** Quarterly **Key Personnel:** Advisors and Principal
Crown Pointe Academy: Implementation Benchmarks
Improvement Strategy: Professional Development with focus on progress monitoring and differentiation **IB Name:** Classroom Observations **Description:** Classroom observations will show intentional differentiated instruction in at least 50% of classes during the fall and 100% of classes by the end of the year.

Key Personnel: Elementary teachers, middle school math teachers, administration

Section III Tab 3: Full Plan

NO ACTION REQUIRED: This is simply a sortable summary of the Action Plan.

Section III Tab 4: Target Setting

My School	School Requirements and Information	Data Narrative	Action Plans	Collaboration
Major Improvement Strategies		Planning Form	Full Plan	Target Setting	Report

➢ **Content: What should this section include?**

Schools must set at least one target (associated with an indicator included on the School Performance Framework) associated with each priority performance challenge. Targets must be set for two years. In addition, schools must set associated interim measures for multiple times within a year that will help measure progress towards attainment of the annual target.

Additional Requirements

READ Act: Schools serving K-3 students must set a target for either reducing the number of students with significant reading deficiencies or for increasing the number of students reading on grade level by grade 3.

ESSA Identification: Schools identified under ESSA (CS/TS) must set a target for the indicator that caused identification (for example, if a school was identified for low achievement/growth for FRL students, set a target for the FRL sub-group).

➢ **Exemplars**

Crown Pointe Academy: Target Setting	
Priority Performance Challenge: High Achieving and Gifted and Talented Students Declining in Math	
Performance Indicator	Academic Achievement (Status)
Measures/Metrics	M
Annual Performance Target 2019-2020	100% of students identified as gifted and talented in math will meet expectations on the 2019 CMAS math assessment, and at least 50% of students identified as gifted and talented in math with exceed expectations on the 2019 CMAS math assessment.

Annual Performance Target 2020-2021	100% of students identified as gifted and talented in math will meet expectations on the 2020 CMAS math assessment, and at least 75% of students identified as gifted and talented in math with exceed expectations on the 2020 CMAS math assessment.
Interim Measures for 2019-2020	Galileo math assessments; classroom assessments. On the MOY Galileo assessments, at least 90% of students identified as GT in math will meet expectations.

Thomas Maclaren: Target Setting	
Priority Performance Challenge: Increased anxiety in grades 6-12	
Performance Indicator	Student Engagement
Measures/Metrics	Supplemental Measure
Annual Performance Target 2021-2022	Students in grades 6-12 will end the 21-22 school year with lower self-reported anxiety than they report in the fall of 2021
Annual Performance Target 2022-2023	Self-reported anxiety in the fall of 2021 will be used as a baseline to measure anxiety in the 22-23 school year. Students will end the 22-23 school year with 3% less self-reported anxiety than the fall of 2021.
Interim Measures for 2021-2022	Student surveys will be administered to students in grades 6-12 in the fall and spring of each year.

Appendix

Background

The *Colorado Achievement Plan for Kids* (S.B. 08-212) established the primary purpose of improvement planning as aligning efforts to ensure all students exit the K-12 education system ready for postsecondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation. Furthermore, the federal Elementary and Secondary Education Act (ESEA) – including Titles IA, IIA and III – requires improvement planning to focus on ensuring that all students in the state reach proficiency in English language arts/reading and mathematics. All schools/districts must use a common online format to document and publicly report their improvement efforts. Each year, schools and districts are required to consider newly available state and local performance data to write, rewrite, or update a two-year UIP (one that spans the current and subsequent school year), and submit their plan to the state. In 2016, the Colorado legislature expanded flexibility around biennial (every other year) submission of the Unified Improvement Plan (UIP) through HB 16-1440. This flexibility is now available to all schools with a Performance plan type assignment.

UIP and Authorization

During a renewal year, schools may choose to submit their UIP to satisfy the Academic Narrative requirement of the charter renewal application. In addition to satisfying the Academic Narrative requirement, a school's Major Improvement Strategies will be used to inform the CSI site visit associated with charter renewal. Schools may also be asked to present their UIP and progress made towards UIP goals to the CSI Performance Management Committee during the charter renewal process.

School Accountability Committee (SAC) and the UIP

Per state law (see CRS 22-11-402), schools are required to involve the SAC in the creation of the UIP. Specifically, the SAC must "advise" the school leader(s) on the creation and contents of the UIP. Additionally, the SAC must monitor the implementation of the UIP over the course of the school year.

ESSA and the UIP

Under ESSA, all schools are required to perform a comprehensive needs assessment as part of their Consolidated Grant Application for Title funds. The UIP may be used to satisfy this requirement. Schools must align their Action Plan with their Consolidated Application (see Section IX for more information).

In addition to aligning the Action Plan, schools must indicate how they involved stakeholders (in addition to the SAC) in the creation of the UIP. ESSA requires the involvement of the following stakeholders in the development of a comprehensive needs assessment:

> "teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners"

> §§ 1003a(d)(4), 1112(a)(1)(A), 1112(a)(5), 1114(b)(6), 1115(a), 2102(b)(3), 2102(b)(2)(D), 3116(b)(4)(A), 3116(b)(4)(c), 4106(c), 8306(a)(7

Targeted Support and Comprehensive Support schools

Per ESSA requirements, CSI must monitor and evaluate the impact of the improvement plans CSI and TS schools. As such, CSI staff will perform a **quarterly review** of the Action Plan component of each CS/TS school's UIP. CSI staff will work with school leaders to verify that the Action Steps identified in the UIP have been completed by their target date, and will request verification that Implementation Benchmarks have been met. If necessary, CSI staff will provide technical support in order to adjust improvement plans that are falling short of planned benchmarks.

Additionally, any funds received by schools as a result of CS/TS status must be allocated in the Resource column of the school's Action Plan.

Performance Concern

Schools that see decline in student outcomes year to year may be asked to attend a CSI Board of Directors meeting in order to discuss academic performance. School leaders and school board members will be asked to discuss current levels of performance at their school and the strategies that have been implemented to improve student outcomes. These discussions will be based in the school's most recent Unified Improvement Plan.

Priority Improvement and Turnaround

For schools with a Priority Improvement or Turnaround (PI or T) rating, there are unique requirements in addition to the UIP requirements for all schools. These include:

- Schools with a PI or T rating must provide written notice to families of the school within 30 days of receiving the initial plan type assignment. This must include:
    - o Type of plan required
    - o Performance results that led to the plan assignment
    - o Timeline for developing and adopting the required improvement plan
    - o Data, time, and location of the public meeting of the School Accountability Committee (SAC) to draft the plan
    - o Date, time, and location of the public hearing held by the school board to review the plan prior to adoption (this must be at least 30 days after the date on which the school provides written notice of hearing).
- Turnaround schools must selecting a state required strategy, and incorporating this strategy into the improvement plan.
- Schools with a PI or T rating will receive additional UIP review from the CDE State Review Panel. This may include required feedback that must be addressed prior to public posting.

Accreditation contract requirements

In the event that the School is in the accreditation category of either Accredited with Priority Improvement Plan or Accredited with Turnaround Plan in subsequent academic school years, the Institute staff may take one or more of the following actions:

- Institute Executive Director meeting with the School's board and leadership for the purpose of discussing continued low performance;
- Requiring the dissemination of parent letters and/or public hearings on the topic of the School's performance;

- Requiring the setting of annual additional performance targets by subgroup;
- Requiring the use of interim assessment analysis and monitoring;
- Requiring a third-party, subject to approval by CSI, to review and assist with the School's Unified Improvement Plan;
- Requiring targeted School board training and development; and
- Taking additional actions, to be determined under the circumstances of a particular situation.]

Title Funds: Allowable Uses

Overview sheet found here.