

# Colorado's Unified Improvement Plan for Districts

Custer County School District C-1 UIP 2019-20 | District: Custer County School District C-1 | Org ID: 0860 | Framework: Accredited with Distinction: Meets 95% Participation | Draft UIP

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## Executive Summary

### If we...

#### WRITING

**Description:**

If the district successfully implements a uniform and consistent core of measurement and instructional strategies to improve writing instruction, as well as meet student needs, then writing scores will positively impact composite SAT scores and language/writing achievement will increase.



#### MATH

**Description:**

If the district successfully implements a uniform and consistent core of measurement and instruction strategies to improve math instruction, as well as meet student needs, then math scores will positively impact composite SAT scores and CMAS Math achievement will increase.



## SOCIAL EMOTIONAL LEARNING EDUCATION & RESOURCES

### Description:

If the district successfully implements key aspects of the Social Emotional Learning/PBIS Curriculum, then it will build capacity of teachers, staff, and community to address the social-emotional needs of students.



## IMPROVE PSAT AND SAT COMPOSITE SCORES AT HIGH SCHOOL LEVEL

### Description:

If the district successfully implements a uniform and consistent core of measurement and assessments to improve math and writing instruction, improved scores will positively impact composite PSAT and SAT scores in all areas.



## Then we will address...

## NEED FOR CONSISTENT INSTRUCTION ACROSS K-12

### Description:

There is a need for increased professional development on the essential components of the reading/writing workshop model, as well as implementation and assessment of the model.



## LACK OF KNOWLEDGE AND HUMAN RESOURCES TO IMPLEMENT INTERVENTIONS

### Description:

We need to focus our professional development on appropriate interventions within the reading/writing workshop model. How and who implements these interventions will be determined.



## CURRENT CURRICULUM LACKS RIGOR IN NUMBER SENSE & FLUENCY

### Description:

Supplemental number sense and math fluency resources need to be aligned, agreed upon, and implemented at the elementary level.



## PROFESSIONAL DEVELOPMENT

### Description:

There is a need for professional development and teacher collaboration to determine components of number sense and math fluency that need to be addressed at each grade level. Resources need to be aligned to support those decisions.



## UNIVERSAL INSTRUCTION

### Description:

Implementation and monitoring of agreed upon practices needs to occur.



## LACK OF SOCIAL EMOTIONAL EDUCATION AND RESOURCES

### Description:

With the resources provided through recent grants received, staff needs to be educated around the adverse impact that social emotional development has on student achievement.



## LACK OF IMPLEMENTATION OF STRATEGIES TO ADDRESS SOCIAL EMOTIONAL NEEDS

### Description:

With the resources provided through recent grants received, staff will consistently implement strategies learned to address the adverse impact that social emotional development has on student achievement.



## NEED TO IDENTIFY AND ADDRESS INDIVIDUAL STUDENT LEARNING GAPS

### Description:

Release time for secondary staff to analyze student data and collaborate on instructional strategies to meet identified needs.



## Then we will change current trends for students

### INCREASE WRITING ACHIEVEMENT

**Description:**

Custer County Schools will increase writing achievement across the district through continued implementation of the reading/writing workshop model, the continued use of systemic assessments, and vocabulary development.



### INCREASE MATH ACHIEVEMENT

**Description:**

While district wide math scores continue to show increased achievement, data has indicated that there is need for increased attention to the teaching and assessing of number sense and math fluency.



### SOCIAL EMOTIONAL LEARNING

**Description:**

Data has indicated a need for consistent education around social emotional learning. Research indicates that school based services have a direct impact on student growth and achievement.



### INCREASE SAT COMPOSITE SCORES AT HIGH SCHOOL LEVEL

**Description:**

Increased implementation of research based practices and tier 1 instruction across all contents will ensure high school students will perform above the state average on the PSAT and SAT assessments.



Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

## Additional Information about the district

Custer County School District C-1 is comprised of three schools (elementary, middle and high schools) under one roof with approximately 374 students in grades pre-kindergarten through grade 12. According to the most recent student data (school year 2019-2020) 50% of our students were on a Free or Reduced Lunch, 4.5% of our students are Gifted and Talented while approximately 13% of our students were on an Individualized Education Plans (IEP). The district has no English Language Learner, Homeless or Migrant population according to the most recent student data. The district has a mobility rate of 16.3% and an attendance rate of 93.71%. Enrollment has been decreasing from a high of 443 students in the 2011-2012 school year to the low point of 363 in the 2018-2019 school year. Overall the schools generally operate with one round at each elementary grade level while at the secondary level there may be one or two (language arts, for example) staff members teaching a certain content area.

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## Narrative on Data Analysis and Root Cause Identification

### Description of District Setting and Process for Data Analysis

The 2019 District Performance Framework had an Accreditation Rating of 75.1% resulting in an "Accredited with Distinction: Meets 95% Participation" rating. The Elementary School had an Academic Achievement level of 75%, and Academic Growth level of 76.4% and an "Meets" Rating with an overall rating of "Distinction". The Middle School had an Academic Achievement level of 74%, and an Academic Growth level of 73.6% and an "Meets" Rating with an overall rating of "Accredited". The High School had an Academic Achievement level of 66.7%, and an Academic Growth level of 76.5% and an "Meets" Rating, with an overall rating of "Accredited" and a Post secondary and Workforce level of 77.8% resulting in a rating of "Meets". The high school graduation rate is 95.7%, and the high school dropout rate is 0%

- District PSAT scores for all students in EBRW had a participation rate of 98.1% and a mean scale score of 460.0, which is slightly below the state average. Overall rating is "Approaching".

- District PSAT scores for all students in Math had a participation rate of 98.1%% and a mean scale score of 449.8, which meets the state average. Overall rating is "Meets".
- District PSAT scores for all students in Science had a participation rate of 100% and a mean scale score of 626.5, which is above the state average. Overall rating is "Meets".
- District SAT scores for all students in EBRW had a participation rate of 100% and a mean scale score of 490.3, with an overall rating of "Approaching".
- District SAT scores for all students in Math had a participation rate of 100% and a mean scale score of 479.3, with an overall rating of "Approaching".

Teachers meet annually in September and January to have an opportunity to review their Northwest Evaluation Associates (NWEA) Measures of Academic Progress and Skills (MAPS) assessment data from the proceeding academic term and review additional data, as well as identified data trends in significant areas of academic focus and root causes. Each year the School Accountability Committee meets and reviews NWEA MAPS data, discusses significant trend and possible root cause information, as well as reviews the most recent Unified Improvement Plan (UIP) and academic data. Staff at all levels continue to review Colorado Measures of Academic Standards (CMAS), as well as NWEA MAPS fall and winter assessment results during their professional development days.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

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## Current Performance

- The 2019 District Performance Framework had an Accreditation Rating of 75.1% resulting in an "Accredited with Distinction: Meets 95% Participation" rating. The Elementary School had an Academic Achievement level of 75% and a "Meets with Distinction" rating and an Academic Growth level of 76.4% and a "Meets" Rating with an overall rating of "Distinction". The Middle School had an Academic Achievement level of 74% and a "Meets with Accredited" rating and an Academic Growth level of 73.6% and a "Meets with Accredited" Rating. The High School had an Academic Achievement level of 66.7% and a "Meets with Accredited" rating, an Academic Growth level of 76.5% and

a "Meets with Accredited" Rating, and a Post secondary and Workforce level of 77.8% resulting in a rating of "Meets" and overall rating of "Accredited" as a school.

## Trend Analysis



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

The district Accreditation Rating on the District Performance Framework has gone from 60.6 in 2016, 68.9 in 2017 and 67.7 in 2018, and was rated as "Accredited" all three years. Academic Achievement in 2016 was 55.2%, 67.4% in 2017, and 69.2% in 2018. This is a notable trend because the district has moved from "Approaching" to "Meets" in this area. Overall Academic Achievement in the Elementary has increased from 57.7% with an "Approaching" rating to 65.4% in 2017 and 67.3% in 2018 for a rating of "Meets". The Middle School overall Academic Achievement has increased from 50.0% in 2016 to 75% in both 2017 and 2018. The High School level overall Achievement rating increased from 58.3% in 2016 to 61.5% in 2017 and 65.4% in 2017 and have moved from a rating of "Approaching" to "Meets". This trend shows that the district is on the right track to meeting the goal of becoming a district with a rating of "Distinction". The trend continued to increase in the 2018-2019 school year. Overall academic achievement for Custer County Schools in the 2018-2019 school year is now accredited with "Distinction" with an overall rating of 75.1%. Academic achievement is at 72% with a "Meets" rating. Elementary school academic achievement was 75.0% with a "Distinction" rating. Middle school academic achievement was 74.0% with "Accredited" rating. High school academic achievement was 66.7% with "Accredited" rating.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

District overall Academic Growth is increasing as reported on the District Performance Framework. Overall Academic Growth was 55.0% in 2016, 75.5% in 2017 and 61.1% in 2018. Elementary overall Academic Growth has increased from 50% in 2016 and 62.5% in 2017 to 87.5% in 2018. The Elementary English Language Arts growth has increased from 37 and "Approaching" in 2016 to 72.5 and "Exceeds" in 2018. The Elementary Math growth increased from 36.5 MGP and "Approaching" in 2016 to 54.5 MGP and "Meets" in 2018. Overall Academic Growth at the Middle School level has increased and then declined from 75.0% in 2016, 98.6% in 2017 to 37.5% in 2018. Overall Academic Growth in the High School is also increasing from 37.5% in 2016 to 61.6% in 2018. Growth on CO PSAT in Math increased from 32.0 MGP and "Does Not Meet" in 2017 to 47.0 MGP and "Approaching" in 2018. The trend continued to increase in the 2018-2019 school year. Overall academic growth for Custer County Schools in the 2018-2019 school year is now accredited with "Distinction" with an overall rating of 75.1%. Academic growth is at 75.5% with a "Meets" rating. Elementary school academic growth was 76.4% with a "Distinction" rating. Middle school academic growth was 73.6% with "Accredited" rating. High school academic growth was 76.5% with "Accredited" rating.



**Trend Direction:** Stable

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

The district only has one state reported subgroup as the "n" count is too low to be publicly reported in all subgroups other than Free/Reduced Lunch Eligible (FRL). In the individual subgroup data from the 2018 School Performance Frameworks the FRL students at the Elementary level (40 out of 79 students total) performed at 741.5 Mean Scale Score (MSS) as compared to 745.1 MSS in English Language Arts and 743.2 MSS as compared to 737.3 MSS in Math. This subgroup was also performing slightly lower than the total group on the School Performance Frameworks from 2016 and 2017. At the Middle School level there were 29 students in the FRL subgroup as compared to 62 total. FRL students at the Middle School level earned a 744.9 MSS as compared to 743.9 MSS in ELA and earned a slightly lower score of 731.6 MSS compared to 733.0 MSS in Math. FRL students at the High School level (25 out of 58 students total) scored lower than their non-FRL counterparts in CO PSAT Reading and Writing (455.6 MSS compared to 461.2 MSS) and 20 points lower in Math (418.4 MSS compared to 438.6 MSS). While the FRL student's Median Scale Scores are close to the total MSS, the Academic Growth Median Growth Percentiles fall behind All Students, especially in High School Math (19 MGP for FRL students compared to 40 MGP for all). In the 2018-2019 school year, FRL students at the elementary level demonstrated increased achievement in all areas, with an overall "Meets" rating. FRL students at the elementary level demonstrated increased academic growth, most notable in English-language arts, with an overall rating of "Exceeds". In the 2018-2019 school year, FRL students at the middle school level demonstrated stable achievement in all areas, with a "Meets" rating in ELA and Science, and an "Approaching" rating in Math. FRL students at the middle school level demonstrated stable academic growth in ELA and an "Approaching" rating in Math. In the 2018-2019 school year, FRL students at the high school level demonstrated increased achievement in Math and Science, with an overall "Meets" rating with stable performance in ELA, with a rating of "Approaching". FRL students at the high school level demonstrated increased academic growth, most notable in Math, with an overall rating of "Exceeds".



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Student Behavior

The need for social emotional education and support is increasing based on parent surveys, behavior referrals, teacher observation, and RTI/MTSS monitoring. The increase is from 2 noted referrals to Solvista for mental health services in 2017-2018 to 10 in the first semester of the 2018-2019 school year to Solvista and Family Crisis Center. Parents are using RTI and IEP meetings to request counseling services. In the 2018-2019, the school applied for and received the BPEG/PBIS Grant to address these needs. We are currently in the first year of this grant's implementation.

### Additional Trend Information:

Other data used to identify trends include:

- NWEA



- DIBELS
- IEP Data
- GT Referrals & Testing
- IRI/QRI
- Curriculum Based Measures
- TS Gold

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: Increase Writing Achievement

Custer County Schools will increase writing achievement across the district through continued implementation of the reading/writing workshop model, the continued use of systemic assessments, and vocabulary development.



#### Root Cause: Need for Consistent Instruction Across K-12

There is a need for increased professional development on the essential components of the reading/writing workshop model, as well as implementation and assessment of the model.



#### Root Cause: Lack of Knowledge and Human Resources to Implement Interventions

We need to focus our professional development on appropriate interventions within the reading/writing workshop model. How and who implements these interventions will be determined.



### Priority Performance Challenge: Increase Math Achievement

While district wide math scores continue to show increased achievement, data has indicated that there is need for increased attention to the teaching and assessing of number sense and math fluency.



#### Root Cause: Current Curriculum Lacks Rigor in Number Sense & Fluency

Supplemental number sense and math fluency resources need to be aligned, agreed upon, and implemented at the elementary level.



#### Root Cause: Professional Development

There is a need for professional development and teacher collaboration to determine components of number sense and math fluency that need to be addressed at each grade level. Resources need to be aligned to support those decisions.



**Root Cause: Universal Instruction**

Implementation and monitoring of agreed upon practices needs to occur.



**Priority Performance Challenge: Social Emotional Learning**

Data has indicated a need for consistent education around social emotional learning. Research indicates that school based services have a direct impact on student growth and achievement.



**Root Cause: Lack of Social Emotional Education and Resources**

With the resources provided through recent grants received, staff needs to be educated around the adverse impact that social emotional development has on student achievement.



**Root Cause: Lack of Implementation of Strategies to Address Social Emotional Needs**

With the resources provided through recent grants received, staff will consistently implement strategies learned to address the adverse impact that social emotional development has on student achievement.



**Priority Performance Challenge: Increase SAT Composite Scores at High School Level**

Increased implementation of research based practices and tier 1 instruction across all contents will ensure high school students will perform above the state average on the PSAT and SAT assessments.



**Root Cause: Need to Identify and Address Individual Student Learning Gaps**

Release time for secondary staff to analyze student data and collaborate on instructional strategies to meet identified needs.

**Magnitude of Performance Challenges and Rationale for Selection:**



**Writing**

- There is an overall lack of a K-12 vertical alignment in terms of writing curriculum and related expectations. While there have been some gains in writing instruction across the district, the lack of an appropriate and consistent vocabulary instruction is evident. The MTSS Leadership Team has supported the implementation of Kagan structures as a research-based, universal tier 1 initiative in the classroom as a goal for improvement.
- The consistent use of instruction and assessment within the reading/writing workshop model is a need across all three schools.

**Math**

- District wide vertical alignment of the PreK-12 math curriculum is on-going and the areas of number sense and math fluency will be become a primary focus for this continued work. The MTSS Leadership Team has supported the implementation of Kagan structures as a research-based, universal tier 1 initiative in the classroom as a goal for improvement.
- We are seeing a continuing to see a need for increased focus on math instruction for our FRL students at the middle school level, and on the SAT assessment for our high school students.

### Social-Emotional Learning

- The at-risk student population represents +/- 50% of student population in terms of social-economic factors (based on Free/Reduced Lunch Eligibility) and has grown over time. The increased need for social emotional services, and the award the BPEG/PBIS and Other Social-Emotional Related Grants have provided the opportunity to provide increased resources to meet this need.

### PSAT/SAT Achievement

- Students are currently performing below the state averages, and increased implementation of research based practices and tier 1 instruction across all contents will ensure an increase in performance at the high school level.
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## Magnitude of Root Causes and Rationale for Selection:



Root causes were verified by looking at a variety of data including CMAS results for the past two years, District and School Performance Frameworks, and NWEA beginning and end of school year data. Mental Health (Behavior) data was collected and analyzed beginning with school year 2018-2019.

Professional development throughout the current school year provided:

- Teacher collaboration around assessment and instruction
- Disaggregation of Multiple Data Sources
- Conversation about Desired Outcomes for Students/Vision Setting

## Action Plans

### Planning Form



Writing

**What will success look like:** If the district successfully implements a uniform and consistent core of measurement and instructional strategies to improve writing instruction, as well as meet student needs, then writing scores will positively impact composite SAT scores and language/writing achievement will increase.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research proves that unified and systemic instructional strategies provide students the opportunity to access learning and will increase academic achievement.

**Associated Root Causes:**



**Need for Consistent Instruction Across K-12:**


There is a need for increased professional development on the essential components of the reading/writing workshop model, as well as implementation and assessment of the model.



**Lack of Knowledge and Human Resources to Implement Interventions:**

We need to focus our professional development on appropriate interventions within the reading/writing workshop model. How and who implements these interventions will be determined.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Reading/Writing Workshop	All K-12 staff will be trained in the essential components of reading/writing workshop, as it pertains to their content area.	08/17/2020 05/26/2022 Quarterly	Administration, Literacy Team	Not Met

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
	The literacy team will meet prior to the start of each school year to	07/31/2020	Literacy Team 5 Essential	Admin Literacy	Not Started



design professional development for the K-12 staff.

08/01/2022

Components of Literacy Kagan Structures

Team

PD Planning



The literacy team will implement agreed upon professional development, once per semester.

08/17/2020  
05/26/2022

Literacy Team 5 Essential Components of Literacy Kagan Structures

Admin Literacy Team

Not Started

PD Implementation



All K-12 teachers will implement strategies learned, and monitor student outcomes in reading and writing, as it pertains to content area. Monitoring data will be collected and shared in PLC/school teams to determine steps in supporting student achievement, using MTSS problem solving strategies.

08/17/2020  
05/26/2022

All Staff PLC/School Team Meeting Time Reading/Writing Data Tier 2 Interventions (Including GT & Struggling Students) Kagan Structures

All Classroom Teachers BLT MTSS Team Admin

Not Started

Teacher Implementation



The following data will be used to drive the planning for year two: teacher feedback on implementation/PD, K-12 student reading and writing data, and progress toward individual teacher MSLs.

08/16/2021  
05/26/2022

Admin All Staff Students Writing/Reading Data PD/Collaboration Time

All Classroom Teachers BLT MTSS Team Admin

Not Started

Monitoring





## Math


**What will success look like:** If the district successfully implements a uniform and consistent core of measurement and instruction strategies to improve math instruction, as well as meet student needs, then math scores will positively impact composite SAT scores and CMAS Math achievement will increase.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research proves that unified and systemic instructional strategies provide students the opportunity to access learning and will increase academic achievement.


**Associated Root Causes:**

 **Current Curriculum Lacks Rigor in Number Sense & Fluency:**  
Supplemental number sense and math fluency resources need to be aligned, agreed upon, and implemented at the elementary level.


 **Professional Development:**  
There is a need for professional development and teacher collaboration to determine components of number sense and math fluency that need to be addressed at each grade level. Resources need to be aligned to support those decisions.


 **Universal Instruction:**  
Implementation and monitoring of agreed upon practices needs to occur.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Number Sense/Fluency	K-5 and the secondary math team will collaborate to determine aligned resources that will be used increase student achievement in number sense and fact fluency.	08/17/2020 12/17/2020 Quarterly	K-5 Staff, Secondary Math Departments, Admin	Not Met

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
	The teachers will implement agreed upon resources/strategies for	01/04/2021	Existing Teacher Program/Resources K-5/Math Team	K-5/Math Teams	

Implementation of Strategies	number sense and fact fluency.	05/27/2021	Interventionists Additional Research Obtained	Interventionists Admin	Not Started
 Monitoring Implementation	K-5/Math team will regularly monitor classroom implementation and student assessment data obtained to determine student acquisition of skills in number sense and fluency.	01/04/2021 05/26/2022	Existing Teacher Program/Resources K-5/Math Team Interventionists Additional Research Obtained Student Data	K-5/Math Teams Interventionists Admin	Not Started



## Social Emotional Learning Education & Resources

**What will success look like:** If the district successfully implements key aspects of the Social Emotional Learning/PBIS Curriculum, then it will build capacity of teachers, staff, and community to address the social-emotional needs of students.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** PBIS is a well researched program that is identified by the Colorado Department of Education as a research based program for the Bully Prevention Grant.

### Associated Root Causes:



#### Lack of Social Emotional Education and Resources:

With the resources provided through recent grants received, staff needs to be educated around the adverse impact that social emotional development has on student achievement.






#### Lack of Implementation of Strategies to Address Social Emotional Needs:

With the resources provided through recent grants received, staff will consistently implement strategies learned to address the adverse impact that social emotional development has on student achievement.



### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 BPEG/PBIS Implementation	K-12 teachers will implement key aspects of the Social Emotional Learning/PBIS Curriculum.	08/17/2020 05/26/2022 Monthly	Admin, All Staff, BPEG Team	Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Family, School, Community Partnership	Social emotional learning themed parent and community education opportunities hosted by the school and local mental health agencies will occur regularly throughout the school year.	08/17/2020 05/26/2022	Mental Health Professionals Resources for parents/ community on SEL topics BPEG Team Sources of Strength MLT Team SAC	Administration School Counselor Mental Health Professionals BPEG Team Sources of Strength MLT Team	In Progress
 Professional Development	All staff will be trained on the key elements of PBIS implementation and curricula that supports our BPEG grant.	08/17/2020 05/26/2022	Mental Health Professionals BPEG Team Sources of Strength MLT Team K-12 Staff	Administration School Counselor Mental Health Professionals BPEG Team Sources of Strength MLT Team	In Progress
 Implementation of	All staff will integrate the key elements of PBIS and other determined curricula, as directed by the requirements of the	08/17/2020 05/26/2022	Mental Health Professionals BPEG Team MLT	Administration School Counselor Mental Health Professionals	In Progress



PBIS	BPEG grant.		Team All Staff	BPEG Team MLT Team All Staff		
	Monitoring of Strategy Implementation	Implementation of strategies will be monitored through: teacher collaboration, RTI/MTSS meetings, observable behaviors, survey administration, and teacher/student feedback.	08/17/2020 05/26/2022	Self Assessment Surveys Teacher Input Discipline Data Feedback from BPEG Team	Administration School Counselor BPEG Team MLT Team All Staff	In Progress
	Student Outcomes	Conversations will occur among all staff/stakeholders regarding the effect of the acquisition of social emotional competencies on student achievement.	05/27/2021 05/26/2022	Mental Health Professionals Parents/Community BPEG Team Sources of Strength MLT Team SAC All Staff	Administration School Counselor Mental Health Professionals BPEG Team MLT Team All Staff	In Progress



### Improve PSAT and SAT Composite Scores at High School Level

**What will success look like:** If the district successfully implements a uniform and consistent core of measurement and assessments to improve math and writing instruction, improved scores will positively impact composite PSAT and SAT scores in all areas.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research shows that PSAT and SAT are an indicator of student success in post-secondary education.

#### Associated Root Causes:




#### Need to Identify and Address Individual Student Learning Gaps:


Release time for secondary staff to analyze student data and collaborate on instructional strategies to meet identified needs.

#### Implementation Benchmarks Associated with MIS

Start/End/

IB Name	Description	Repeats	Key Personnel	Status
 Planning for PSAT/SAT	Secondary staff will meet to analyze student data and collaborate in instructional strategies to meet identified student needs.	08/17/2020 05/26/2022 Quarterly	Secondary Staff, Admin	Partially Met

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Secondary Collaboration	Secondary staff will have time to collaborate, analyze data, and determine student needs based on PSAT/SAT data.	08/17/2020 05/26/2022	PSAT/SAT Data Release Time for Teachers	Admin Secondary Staff	In Progress

### School Target Setting



### Priority Performance Challenge : Increase Writing Achievement



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

### MEASURES / METRICS: W

ANNUAL PERFORMANCE TARGETS

**2019-2020:** As measured by 2019 CMAS scores, elementary students achieved a percentile rank of 78. Middle school students received a percentile rank of 70. As measured by the 2019 PSAT scores, high school achieved a percentile rank of 48.

**2020-2021:** As measured by 2019 CMAS scores, elementary students will achieve a percentile rank of 80. Middle school students will achieve a percentile rank of 72. As measured by the 2019 PSAT scores, high school will achieve a percentile rank of 50.

**INTERIM MEASURES FOR 2019-2020:** NWEA Language Arts Assessment, Classroom Data



## Priority Performance Challenge : Increase Math Achievement



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

### MEASURES / METRICS: M

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** As measured by 2019 CMAS scores, elementary students achieved a percentile rank of 66. Middle school students achieved a percentile rank of 51. As measured by the 2019 PSAT scores, high school achieved a percentile rank of 50.

**2020-2021:** As measured by 2019 CMAS scores, elementary students will achieve a percentile rank of 68. Middle school students will achieve a percentile rank of 53. As measured by the 2019 PSAT scores, high school will achieve a percentile rank of 52.

**INTERIM MEASURES FOR 2019-2020:** NWEA Maps Data, Curriculum Based Measures



## Priority Performance Challenge : Social Emotional Learning



**PERFORMANCE INDICATOR:** Student Behavior

### MEASURES / METRICS:

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** Data gathered from the PBIS Self Assessment Survey indicates that teachers feel that the school-wide status of the PBIS infrastructure is: Elementary - 44% in place Middle School - 36% in place High School - 49% in place

**2020-2021:** Data from the PBIS Self Assessment Survey will indicate that teachers feel that the school-wide status of the PBIS infrastructure is: Elementary - at or above 60% in place Middle School - at or above 60% in place High School - at or above 60% in place

**INTERIM MEASURES FOR 2019-2020:** Informal Conversations w/Staff, Feedback Regarding Student Behavior and Engagement, Interim Surveys



## Priority Performance Challenge : Increase SAT Composite Scores at High School Level



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**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

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**MEASURES / METRICS:** SAT

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ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** Meet or exceed the Colorado Composite Score in the PSAT/SAT assessment.

**2020-2021:** Meet or exceed the Colorado Composite Score in the PSAT/SAT assessment.

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**INTERIM MEASURES FOR 2019-2020:** NWEA Maps Data, Curriculum Based Measures

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