

Fountain-Fort Carson School District District Effectiveness Improvement Plan 2024-2025

ACADEMIC LEARNING & PERFORMANCE

Standard 1 - Standards-Based & Continuous Improvement Planning

School Effectiveness Improvement Priority #1:

Comprehensive School Effectiveness Improvement Planning

Our approach to school improvement planning integrates empirical design standards with a commitment to equitable and rigorous instructional practices. We emphasize a collaborative process to identify priority improvement needs, analyze root causes, and align systems and structures. This ensures that instructional practices engage all learners and that benchmarks are set to monitor and guide the trajectory of success.

Why Is This A Priority?

Improvement planning anchored in effective empirical design standards is essential to the success and growth of schools and districts. Schools and districts must continually reflect on the effectiveness of their initiatives and determine the most appropriate pathway to success based on the most recent information available. Implementing a rigorous and empirical process for school effectiveness improvement planning ensures that all students have access to the best possible education and that no one is left behind due to their background or individual circumstances.

What Challenges Make This a Priority?

District Priority 1 - Inconsistent implementation of the improvement planning process

Empirically based improvement planning processes adhere to rigorous standards to promote change management. This includes a collaborative and transparent process to continually analyze academic and behavioral needs that identify priority improvement strategies to inform a shared vision for success, the development of an action plan responsive to the professional development and resources required to implement change, and the establishment of clearly aligned benchmarks to evaluate progress

toward desired outcomes that ensure systems and structures support improvement planning efforts.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Implementation of the updated SEF improvement planning process designed to ensure stakeholder collaboration, routine progress monitoring, and professional development and system alignment, while promoting a multi-year continual improvement process.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● Timeline that facilitates a continuous improvement cycle throughout the school year. ● Dedicated professional collaborative opportunities to facilitate thought partnership cohorts. ● Student Achievement Department staff ● School Effectiveness Framework <p>Skills School leadership support to ensure competency related to:</p> <ul style="list-style-type: none"> ● Narrowing the focus of SEF priorities ● Alignment of systems and structures with priority improvement strategies ● Identification of benchmarks that inform the trajectory of obtaining desired outcomes 	<p>Evidence: Completion and Review of SEF Implementation Plan: Develop and finalize the SEF improvement plan by October 15th.</p> <p>Evidence: Documented completion of the SEF improvement plan, including goals, strategies, and timelines, reviewed and approved by the school leadership team.</p> <p>Routine Progress Reports: Produce and review quarterly progress reports on the implementation of the SEF improvement plan.</p> <p>Evidence: Submission of Mid-Year progress report with clear updates on the status of implementation, challenges faced, and adjustments made.</p> <p>Responsive Adjustments: Make necessary adjustments to the SEF improvement plan based on feedback and emerging needs at least twice during the school year. Once following a collaboration session in September and a second following a mid-year review with Student Achievement Leadership in January.</p> <p>Evidence: Updated versions of the SEF improvement plan</p>

showing adjustments and rationale based on feedback from staff, students, and stakeholders.

Alignment with System and Structures: Ensure that the SEF improvement plan aligns with and guides system and structures across all school sites by the end of the school year.

Evidence: Documentation demonstrating how the SEF improvement plan has been integrated into school-wide policies, procedures, and practices within the Evidence Map.

Stakeholder Engagement: Engage stakeholders (e.g., teachers, parents, community members) in the SEF improvement planning process through at least two forums or surveys during the school year.

Evidence: Records of stakeholder engagement activities, including agendas, minutes, and feedback received.

Results: Timely completion of SEIPs containing staff input, peer feedback, and root cause analysis.

Mid-year parent summary providing input on the status of school improvement priorities and next steps to maintain a positive trajectory toward targets.

Evidence map demonstrating end-of-year outcomes relative to school improvement priorities.

Alignment of professional development and resources

		towards the targets outlined in school improvement priorities.
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Priority 1 School Effectiveness Standard/Indicators:

- 1.2 School effectiveness improvement plans (SEIPs) and processes are collaborative, clear, strategic, and evaluated consistently.
- 1.3 School effectiveness improvement plans (SEIPs) and processes address the learning needs, interests, and postsecondary aspirations of all students
- 1.4 School effectiveness improvement plans (SEIPs) and processes reflect systems of shared responsibility and leadership.

ACADEMIC LEARNING & PERFORMANCE

Standard 2 - Rigorous and Engaging Instruction
Standard 3 - Assessment *as, of, and for* Learning

School Effectiveness Improvement Priority #2:

Systemic and Strategic Use of Intervention

Rigorous and equitable instruction is aligned to academic standards, is engaging, and assumes that instructional supports are aligned with individual needs so that every student can achieve at high levels. Educational interventions provide students with the support needed to acquire the skills being taught in the classroom. Intervention should focus on academic, cognitive, behavioral, functional, and social skills that directly affect the ability of children to access an education. Fair grading practices will reflect accuracy, include bias-resistant practices, and provide students with a sense of hope and motivation through student agency and recoverable opportunities.

Why Is This A Priority?

High-impact instructional practices aim to reduce or eliminate achievement gaps to ensure that all students have an opportunity to gain critical skills regardless of previous academic performance, demographics, socioeconomic status, or language proficiency. Highly effective schools prioritize systemic and strategic use of Tier 1 instruction and intervention providing any student requiring extra support or enrichment access to the opportunities necessary to build student agency. When students struggle to learn or are not appropriately challenged, it can cause changes in behavior, engagement, and confidence. Having a systemic and strategic system of instruction in place to assess and address the individual needs of students will ensure that they have the support and opportunities they need to access instruction at high levels of cognitive complexity.

What Challenges Make This a Priority?

District Priority 1 - Inconsistent evaluation and use of instructional strategies and assessments

There is inconsistent evaluation and implementation of Tier 1 instruction, formative assessments, and problem-solving practices across classrooms. Teachers need ongoing professional learning opportunities to consistently use highly effective instructional strategies and adjust instruction based on multiple forms of assessment (formative, interim, summative). This also includes providing meaningful feedback to students to enhance their learning and using data to drive instructional decision-making.

District Priority 2 - Inconsistent problem-solving and intervention practices

School administrators and teachers need to periodically evaluate their problem-solving processes to ensure the most effective intervention systems are in place. This includes assessing progress monitoring, data analysis from various assessments, and improving the use of feedback to inform instructional adjustments and interventions.

District Priority 3 - Need for highly-effective instructional strategies resulting in high cognitive expectations

As student populations grow more diverse, K-12 teachers need continued professional development in culturally responsive teaching and whole-child instructional strategies. This professional learning should focus on addressing diverse student needs, improving awareness of students' cultural backgrounds, and preventing misunderstandings or misconceptions in learning. Schools must ensure that all students have opportunities to learn at the highest levels and work to close achievement gaps.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
<p>Individual School Effectiveness Improvement Plans will prioritize the development of student agency through setting individual learning goals, regularly engaging in self-assessment, peer feedback, and classroom discourse to analyze their progress, address specific needs, and take the next steps in learning.</p>	<ul style="list-style-type: none"> • Student Agency in Learning (SAIL) Modules 2-5 (K-8) • PLC Rubric evaluation in PLCs (1x per quarter, 3 times per year, school admin evaluates) • Observation tracking form data (school admin teams) 	<p>Evidence: Goal Setting & Progress Tracking: Example School Benchmark: Students can articulate their learning goals and outline steps to achieve them.</p> <p>Self-Assessment: Example School Benchmark: Students will complete self-assessments on major</p>

This process fosters student agency and integrating essential skills through:

Goal Setting & Progress

Tracking: Students set clear, measurable learning goals (e.g., mastering a specific math concept or improving reading comprehension by a certain level).

Self-Assessment: Students use rubrics or criteria to evaluate their own work against defined success standards.

Peer Feedback: Students participate in peer reviews by giving constructive feedback based on criteria or rubrics.

Classroom Discourse: Students engage in meaningful classroom discussions and collaborative learning opportunities.

Progress Analysis & Needs Identification: Students will regularly analyze their progress toward achieving their learning goals.

Student Agency in Reporting Progress: Students actively track and report their learning progress.

Integration of Essential Skills: Students demonstrate improvement in essential skills (e.g., critical thinking, collaboration, problem-solving).

assignments, identifying areas of strength and improvement.

Peer Feedback:

Example School Benchmark: Each student will give feedback to peers on a set number of assignments or projects and show evidence of integrating peer feedback into their own work.

Classroom Discourse:

Example School Benchmark: Students will contribute to class discussions at least once per week, demonstrating critical thinking and understanding of the topic.

Progress Analysis & Needs Identification:

Example School Benchmark: Students will identify at least one area of need per unit and create an action plan to address it, based on self-assessment and peer feedback.

Student Agency in Reporting Progress:

Example School Benchmark: Students will complete a progress report on their learning at regular intervals, outlining achievements, challenges, and next steps.

Integration of Essential Skills:

Example School Benchmark: Each student will apply at least one essential skill in a major project or assessment, and reflect on its impact on their learning.

Results:

All SEIPs will identify specific instructional priorities that align with the philosophies inherent to student agency, implement action steps aligned with identified

		<p>priorities, and provide evidence in their evidence maps that mark growth and identify potential next steps informing future SEIPs.</p> <p>By EOY 24-25, 75% of principals will demonstrate evidence of meeting the student learning goals indicator as measured by the RANDA Principal Rubric.</p> <p>Implement and analyze goal-aligned School/Student Surveys on student agency and voice, increasing the average of key questions (15-17) by 5% from the previous year.</p> <p>Schools will demonstrate evidence of student agency in classroom instruction using school-based evidence maps, continuing through SY 24-25.</p> <p>By EOY 24-25, students will demonstrate and discuss their learning progress through student-led conferences, parent/student forums, and classroom evidence, with parent feedback forms completed for each event.</p> <p>Community forums and focus groups will be conducted to refine systems for educating and informing new parents and students on district values, with feedback collected through evaluation forms.</p>
<p>Priority Challenge #1</p> <p>Leveraging the PLC process, schools will utilize effective data analysis, technology tools, and collaborative problem-solving processes to identify and address the individual needs of students, ensuring continuous refinement</p>	<ul style="list-style-type: none"> ● District-adopted, evidence-based tiered instruction, interventions, and assessment tools ● Professional development on district-adopted core instructional resources, 	<p>Evidence: Implement systems to utilize universal and curriculum-based assessments for identifying and targeting individual student needs, supported by district guidance and professional</p>

<p>of instructional systems.</p> <p>Priority Challenge #2</p>	<p>assessment, data analysis, and technology tools</p> <ul style="list-style-type: none"> ● District-wide instructional specialists (e.g., coaches, Title, gifted, literacy) ● Dedicated PLC/MTSS time ● Districtwide MTSS Coordinator 	<p>development.</p> <p>Introduce and support school administrators in using Plan, Do, Study, Act (PDSA) cycles, while building knowledge and skills around the effectiveness of MTSS processes.</p> <p>Conduct regular audits of Student Support Plans to verify alignment with student needs, ensuring specific and measurable interventions, along with an annual evaluation of MTSS processes.</p> <p>Results: Develop a district PLC evaluation rubric that supports continual improvement processes of PLC effectiveness at the building level by January, and facilitate each site conducting a PLC evaluation second semester.</p> <p>Reduce the % of students scoring Did Not Yet Meet and Partially Met on CMAS Reading and Math by 3% each year.</p> <p>Reduce the K-3 SRD rate by 3% each year.</p> <p>Decrease the % of students demonstrating below-typical growth in reading and math (CMAS, DIBELS, Reading Inventory) by 3% annually.</p> <p>Increase the % of students scoring Exceeded on CMAS by 2% each year.</p>
<p>The district will invest in professional development and systems that promote the implementation of highly effective instructional strategies, anchored</p>	<ul style="list-style-type: none"> ● District-adopted, evidence-based tiered instruction, interventions, and assessment tools ● Professional development 	<p>Evidence: SEIPs: Review of school effectiveness improvement plans showing documented strategies that focus on reducing inequities</p>

in the science of learning, and designed to promote student agency across schools.

on district-adopted core instructional resources, assessment, data analysis, and technology tools

- District-wide instructional specialists (e.g., coaches, Title, gifted, literacy)
- Dedicated PLC/MTSS time
- Districtwide MTSS Coordinator

and enhancing student agency.

Professional Development: Engage school leadership in professional development on the science of learning with Dr. Jared Horvath through Leadership Academies and DLT in preparation for a May 2025 TLI focus.

Classroom Observations and Feedback: Observation reports showing the application of targeted instructional strategies and feedback from teachers on implementation practices.

Instructional Impact Assessment: Develop and implement an instructional impact assessment for all new instructional strategies to ensure they address disparities and promote effectiveness by mid-year.

Results
SEIPs: Ensure that 100% of school effectiveness improvement plans include specific, actionable strategies promoting highly-effective teaching strategies and student agency by the end of the school year.

Professional Development: Records of professional development sessions, including participation logs, session content, and feedback from participants

Classroom Observations and Feedback:: Conduct classroom observations to ensure that at least 80% of observed classrooms are implementing instructional strategies that

<p>Priority Challenge #3</p>		<p>promote equity and student agency.</p> <p>Instructional Impact Assessment: Documentation of instructional impact assessments and any adjustments made to strategies based on the assessment results.</p>
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Priority 2 School Effectiveness Standard/Indicators:

- 2.1 High levels of rigor and student performance are expected outcomes of all Colorado Academic Standards.
- 2.5 Instructional planning is collaborative and includes the use of highly effective instructional strategies and technology.
- 2.6 Instructional planning engages students in authentic, relevant, and meaningful learning experiences.
- 3.1 A variety of data is used by instructional staff and students to consistently progress monitor learning and informal instruction.
- 3.2 Assessments designed and implemented are rigorous, relevant, and inclusive of diverse learners.
- 3.3 Instructional staff emphasizes the skills of self-assessment, progress monitoring, and feedback for student growth and improvement.
- 4.1 A culture of high expectations enhances the belief that all students can learn, progress, and achieve.
- 4.3 Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students.

ACADEMIC LEARNING & PERFORMANCE

Standard 4 - School Culture and Environment
 Standard 5 - Social, Emotional, and Behavioral Health
 Standard 6 - Home, School, Community Partnerships

School Effectiveness Improvement Priority #3:

Integrated Essential Skill Competency

The development of essential skills that teach academic skills as well as those to promote student well-being are crucial for individual development, economic growth, societal progress, and global competitiveness. It empowers students with the

knowledge and skills they need to navigate a complex and rapidly changing world and equips individuals with the specialized knowledge and skills needed for various careers. Teaching these skills opens up a wide range of career opportunities and helps individuals pursue their desired professions.

Why Is This A Priority?

On average, individuals with postsecondary education tend to earn higher salaries than those without. Teaching these skills can help students increase their earning potential. The job market is constantly evolving due to technological advancements and economic shifts. Postsecondary skills often include the ability to learn and adapt, making students more resilient in the face of change. Incorporating postsecondary skills into K-12 education not only better equips students for the challenges of higher education but also helps them make well-informed decisions about their career paths. It can lead to greater success, smoother transitions, and more fulfilling and economically viable futures for students. The need to enhance interpersonal relationships is also an important aspect of integrated essential skill building. To be successful, students must develop effective communication, active listening, empathy, and conflict resolution. These skills are crucial for building and maintaining positive relationships in personal and professional settings.

What Challenges Make This a Priority?

District Priority 1 - Inconsistent student acquisition and application of integrated essential skills PK-12

Inconsistent acquisition and application of integrated essential skills PK-12, both within classroom learning and outside experiences. A systematic approach is needed to ensure students consistently develop and apply these skills.

District Priority 2 - Lack of a tiered system of support for integrated essential skill-building

Lack of a tiered system of support for integrating essential skills into academic and behavioral interventions to meet individual student needs.

Explicit Actions & Timeline	Resources/Skills Needed	Targets/Results (evidence of success)
Develop a shared vision and framework for integrated essential skills PK-12 (Profile of a Graduate), including evaluating district/school data sets and gathering input through stakeholder community forums to	<ul style="list-style-type: none"> ● Student behavior and climate survey data, including wellness survey results and CAS Essential Skills related to student well-being. ● Title I stakeholder budget 	<p>Evidence: Identify and agree on values, beliefs, and common agreements related to the instruction and development of PK-12 essential skills, incorporating both student well-being and CAS Essential</p>

<p>determine needs and priorities.</p> <p><i>Priority Challenge #1 & 2</i></p>	<p>priority data and CTE Local Needs Assessment data.</p> <ul style="list-style-type: none">● Research-based essential skills and competencies, informed by community forums with students, staff, and parents (K-12).● Portrait of a Graduate identified integrated essential skills	<p>Skills.</p> <p>Review data and gather feedback through district committees, community forums, and student forums (K-12) to determine the need for integrated essential skill instruction and identify Tier 1 skills for all schools.</p> <p>Develop and identify potential self-assessment tools based on the integrated essential skills to determine needs, with ongoing discussion and data review by school administration during professional learning sessions (Jan, Feb).</p> <p>Results:</p> <p>Reduce the number of disciplinary resolutions resulting in classroom loss by 5% (Indicators 4.2 and 5.1).</p> <p>Demonstrate targeted implementation of the District Portrait of a Graduate by incorporating priorities for integrated essential skill development within school systems and structures (e.g. AVID, Advisory, etc)</p>
<p>Initiate the development of Tier 1 integrated essential skill instruction and intervention based on the identified needs and priorities.</p>	<ul style="list-style-type: none">● District Leadership Team PD● Portrait of a Graduate identified integrated essential skills	<p>Evidence:</p> <p>Provide staff with opportunities to develop integrated skill competence, collaborate, and build a strong community, supported by a spring survey on their skill competence.</p> <p>Integrate and reflect on essential skills in classroom instruction through the adoption of evidence-based programs, fostering a supportive school climate, and consistent scheduling.</p>

<p>Priority Challenge #1 & 2</p>		<p>Use trends and patterns in SEB student data to guide professional development, instructional practices, and curricular decisions, including the implementation of process grading practices and student goal setting.</p> <p>Elevate student voice and engagement through surveys and forums related to integrated skills, with feedback collected from March-April.</p> <p>Results: Evidence from equity reflection protocol, use of data to identify PD, instructional strategies, student feedback and evidence of essential skill evaluation grades 3-8 (student-led conferences).</p>
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Priority 3 School Effectiveness Standard/Indicators:

- 4.3 Postsecondary readiness is a shared responsibility of all schools and affirms the value of education to all students.
- 5.1 Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.
- 5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.
- 6.1 The school and the community partner to enhance learning opportunities, social/emotional health, and well-being of students.
- 6.2 Students, families, and community members are engaged and welcomed as valued partners in student learning.
- 6.3 Consistent, descriptive feedback and communication about student progress engage all stakeholders.