



Special Board Meeting Agenda

April 9, 2019 at 4:30pm

Conference Call

I. Preliminaries

- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public comment
- F. Approval of agenda

II. Action Items

- A. Unified Improvement Plan (UIP) Approval-Kindra Whitmyre

VII. Adjourn



Colorado's Unified Improvement Plan for Schools

COLORADO PREPARATORY ACADEMY ELEMENTARY SCHOOL UIP 2018-19 | School: COLORADO PREPARATORY ACADEMY ELEMENTARY SCHOOL |
District: EDUCATION REENVISIONED BOCES | **Org ID:** 9170 | **School ID:** 1448 | **Framework:** Turnaround Plan: Low Participation (Revised) | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans
- Addenda

Executive Summary

If we...

DATA DRIVEN INSTRUCTION

Description:

The CPA staff and administration will increase accountability and daily synchronous sessions for students not mastering curriculum. We will increase our formative assessment frequency and graded assignments to provide feedback and instruction to students. We will provide guaranteed and viable instruction with a high level of rigor aligned to state standards to increase student mastery of standards.



EFFECTIVE DIFFERENTIATED INSTRUCTION

Description:

CPA Staff will provide online instruction across all content areas to support short answer responses and daily writing practice. Staff will require students to build an online portfolio to increase collection of formative assessments. Direct instruction will be targeted to support scaffolding of grade level standards as well as enrichment. Explicit and intensive instruction will be provided to support the students with high need. Weekly Professional Learning Communities will enable collaboration between all teaching staff including interventionists and special program teachers.



STUDENT ENGAGEMENT

Description:

CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes. Students and families will be provided with clear and concise expectations to be successful in an online program and will be provided with a high level of accountability and support to do so. Teachers will collect formative assessments via student portfolios and will provide feedback and instruction based on student performance. Students who are struggling with the curriculum will receive intensive and explicit instruction to support standards mastery.



Then we will address...

LACK OF COMPLETION OF SHORT ANSWER RESPONSES AND DAILY WRITING PRACTICE

Description:

Currently there is a lack of short answer responses with consistent teacher feedback.



LACK OF EXPOSURE TO CONTENT THAT MATCHES THE RIGOR OF STATE ASSESSMENTS

Description:

Instructional lessons and exit tickets need to match the rigor of state assessments



LACK OF CONSISTENT INTERVENTIONS TO SCAFFOLD GRADE LEVEL STANDARDS

Description:

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.



LACK OF ACCOUNTABILITY FOR STUDENTS STRUGGLING WITH CURRICULUM

Description:

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



LACK OF TEACHER GRADED ASSIGNMENTS

Description:

Teachers need to collect more formative assessments to identify mastery of standards.



LACK OF CLEAR CONCISE EXPECTATIONS TO BE SUCCESSFUL IN AN ONLINE SCHOOL

Description:

Students and Families need clear expectations and accountability to be successful in an online school.



Then we will change current trends for students

MATH ACADEMIC ACHIEVEMENT AND GROWTH

Description:

Math academic achievement is in the 6th percentile. The median growth percentile is 24.5.



READING ACADEMIC ACHIEVEMENT AND GROWTH

Description:

Reading academic achievement is in the 13th percentile. The median growth percentile is 26.5.



ELA AND MATH ACHIEVEMENT OF FREE/REDUCED-PRICE LUNCH ELIGIBLE

Description:

Students that qualify for Free/Reduced-Price Lunch Eligible scored in the 3rd percentile in ELA and the 2nd percentile in math.



ELA AND MATH ACHIEVEMENT OF STUDENT WITH DISABILITIES

Description:

Students that qualify for disabilities scored in the 1st percentile in ELA and math.



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

Improvement Plan Information

Additional Information about the school

CPA elementary school is in year 3 of turnaround. We are continuing to focus on data driven instruction, effective differentiated instruction, and school and community culture to improve the academic achievement and growth of students. The elementary school also found through the root cause analysis that even the high performing students on our school benchmark assessments scored does not meet on the CMAS assessment and when we analyzed the data we found that our younger students did not have the test taking skills that are needed for this assessment. Our school assessment coordinator is reviewing the CMAS testing protocols to determine how much practice we can have the students complete prior to the start of testing.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Sarah Schuchard
Mailing Street: 8601 Turnpike Drive, Suite 100
Phone:
Name: Nicole Tiley
Mailing Street: 8601 Turnpike Drive, Suite 100

Title: Principal
Mailing City / State/ Zip Code: Westminster CO 80031
Email: sschuchard@k12.com
Title: Head of School
Mailing City / State/ Zip Code: Westminster CO 80031

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

The Education ReEnvisioned (formerly known as the Colorado Digital BOCES) authorizes multi-district online and blended contract schools through a Board of Cooperative Education Services that partners with school districts and institutions of higher education. Our partners are the Falcon School District 49, Durango School District 9-R, Creede School District and Pikes Peak Community College. The Education ReEnvisioned mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The Education ReEnvisioned serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The Education ReEnvisioned values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The Education ReEnvisioned authorizes two schools at this time, one of them being Colorado Preparatory Academy.

Colorado Preparatory Academy (CPA) is a multi-district online program authorized under the Education ReEnvisioned. CPA is in its sixth year of operation. The mission of CPA elementary is fostering a learning community where students are engaged, empowered, and accountable for their success. CPA elementary school enrolls students in grades K-5. Currently, CPA has 602 elementary students. CPA has the following demographics: 48.2% female and 51.8% male, 42.7% of the population is eligible for free/reduced lunch, 46.5% of the population is minority students, and 8% of the population is on an IEP.

Colorado Preparatory Academy elementary school has 12 regular education teachers, 2 reading interventionist, 1 math interventionist, and 2 special education teachers. CPA also has 2 family academic support team members to assist families with student engagement. CPA elementary school shares a family engagement coordinator and a social worker with the middle and high school.

The UIP planning process and data analysis is a continuation of the previous year's UIP strategies, includes data for the 2017-2018 school year, as well as I-Ready assessment data and Dibels, and a development of new improvement strategies for the 2018-2019 year. A broad representative group, to include school and district leaders and school staff, was involved in data analysis, root cause analysis, and improvement plan development.

CPA 2017-2018 data was analyzed for trends focusing on improvements and declines at the indicator and sub-indicator level. This data was presented to all faculty and staff in September 2018 with initial discussions on the priority performance challenges observed in the data. Additionally, staff and leadership analyzed fall benchmark data in both DIBELS and I-Ready assessments for all CPA students. At the November 2018 professional development, the staff reviewed the reflections

on 2017-2018 data, priority performance challenges, and conducted a root cause analysis for each performance challenge. After a large staff discussion regarding the data and a root cause analysis, the faculty and staff were separated by departments in order to analyze different challenges such as online instruction for certain groups of students, student engagement, school culture, and growth/proficiency in writing, reading, and math. The leadership team then reviewed the root causes and challenges, compiled these into a unified plan, and then moved on to our improvement strategies and action steps. Once the root causes, strategies and actions were developed and verified, additional leadership meetings took place, with school, district, and state level leaders, to review the various pieces of the UIP and make additions or corrections.

Overall, the UIP was developed using a data-driven process, and in collaboration with the district, school leadership teams, and the school accountability committee. In addition, the school leaders met with district leaders in December 2018 to ensure that the school UIP is in alignment with Education ReEnvisioned and CPA Action Plan, a plan developed from district level school site visits and observations.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	Math increase mean scale score to 714.1
Performance:	Mean scale score was 712. The goal was not met.
Prior Year Target:	ELA increase mean scale score to 722.3
Performance:	ELA mean scale score was 721. The goal was not met.

**ACADEMIC
ACHIEVEMENT
(STATUS)
REFLECTION:**

When reviewing the mean scale scores and analysis of the CMAS assessment, the data showed that the students scored significantly lower in short answer responses compared to the multiple choice parts of the assessment. CPA elementary school teachers were provided training with Step Up to Writing.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:

Math increase median growth percentile will show 5% growth to 29%.

Performance:

Increase median growth percentile rate was 24.5. The median growth percentile was not met.

Prior Year Target:

ELA increase median growth percentile will show 4% growth to 31%.

Performance:

ELA median growth percentile was 26.5. The goal was not met.

**ACADEMIC
GROWTH**

When reviewing the mean scale scores and analysis of the CMAS assessment, the data showed that the students scored significantly lower in short answer responses compared to the multiple choice parts of the assessment. CPA elementary school teachers were provided training with Step Up to Writing.

REFLECTION:

When reviewing the iReady growth assessment data, 53% of the students met the growth expectations in reading and 55% of the students met the growth expectations in math.

Current Performance

- In CPA’s elementary 2018 SPF, we have earned 25% of the possible points, with a rating of *Turnaround plan: low participation*. CPA elementary is in the third year of turnaround status.

Under Academic Achievement (ES), we are rated as does not meet in English Language Arts, Math, and Science in the student groups of all students, free/reduced-price lunch eligible, minority students, and students with disabilities. The student group English Learners was not scored due to not enough students in this group.

Under Academic Growth (ES), we are rated as does not meet in English Language Arts and Math in the student groups of all students, free/reduced-price

lunch eligible, minority students, and students with disabilities. The ELP growth was not reported due to the n count being smaller than 20.

When reviewing the 2018 CMAS data, 64% of the third through fifth grade students completed the assessment. The mean scale score increased in 3rd grade in both ELA and math from 2017 to 2018. The fourth grade mean scale score decreased by 1 in ELA and by 4 in math. The fifth grade mean scale score decreased by 5 in ELA and stayed the same in math. When we reviewed the data with the teachers, we scored very low in all short answer responses. These low scores in short answer responses significantly impacted the mean scale scores. We requested ESSA grant funds to purchase Step Up To Writing to provide support in the area of written expression.

School Name	Content	Test/Grade	# of Total Records	# of Valid Scores	# of No Scores	Participation Rate	2018 Mean Scale Score	2018 % Met or Exceeded Expectations	2017 Mean Scale Score**	2017 % Met or Exceeded Expectations**	% Change in Met or Exceeded Expectations**
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 03	101	63	38	62.4	720	22.2	704	10.5	11.7
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 04	91	62	29	68.1	726	27.4	727	32.5	-5.1
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 05	98	63	35	64.3	720	15.9	725	22.2	-6.3
COLORADO PREP ACADEMY	Mathematics	Mathematics Grade 03	101	63	38	62.4	712	15.9	704	*	*
COLORADO											

PREP ACADEMY	Mathematics	Mathematics Grade 04	91	62	29	68.1	716	16.1	720	24.4	-8.3
COLORADO PREP ACADEMY	Mathematics	Mathematics Grade 05	98	63	35	64.3	709	11.1	709	10.7	0.4

iReady Math Proficiency 2017-2018

Grade Level	Beginning of Year	Middle of Year	End of Year
2nd	61% on Level 39% Below Level	75% on Level 26% Below Level	84% on Level 16% Below Level
3rd	47% on Level 53% Below Level	61% on Level 39% Below Level	67% on Level 33% Below Level
4th	36% on Level 64% Below Level	50% on Level 50% Below Level	66% on level 34% Below Level
5th	37% on Level 62% Below Level	48% on Level 52% Below Level	52% on Level 48% Below Level

When reviewing the iReady math proficiency level of students at the end of year, the elementary school goal was to have 66% of students who proficiency in math. The goal was met in all grade levels but 5th grade. CPA elementary increased the students who were on grade level from the beginning of year to end of year in all grade levels. When students started the school year, only 36% and 37% of them were on level in 4th and 5th grade.

When reviewing the iReady ELA proficiency level of students at the end of the year, the elementary school goal was to have 65% of students proficient based on previous trend data. The goal was met in 2nd and 3rd grade but not in 4th and 5th grade. We are working on implementing common assessments and instructional materials this school year to improve the proficiency levels of students. We have also implemented student goal meetings so students can celebrate their success when reaching the goal written for all benchmark assessments.

iReady Reading Proficiency 2017-2018

--	--	--	--

Grade Level	Beginning of Year	Middle of Year	End of Year
2nd	64% on Level 36% Below Level	83% on Level 16% Below Level	89% on Level 11% Below Level
3rd	69% on Level 31% Below Level	78% on Level 22% Below Level	80% on Level 20% Below Level
4th	45% on Level 55% Below level	54% on Level 46% Below Level	59% on Level 41% Below Level
5th	48% on Level 52% Below Level	53% on Level 47% Below Level	57% on Level 43% Below Level

Dibels Proficiency 2017-2018 # of Students

Grade Level	Beginning of Year	Middle of Year	End of Year
K	39 at or above 55 Below	31 at or above 52 Below	35 at or above 39 Below
1st	22 at or above 76 Below	59 at or above 34 Below	45 at or above 32 Below

READ Plan Data:

During the 2017-2018 school year there were twenty-six students that were identified by Amplify cut score and validated with an iReady diagnostic assessment for a significant reading deficiency. When reviewing the data at the end of the school year fifty-seven students qualified as having a significant reading deficiency on the Amplify assessment. We reviewed the students' benchmark data this year to determine if they should be on a READ plan and implemented a plan at the beginning of this school year if the data still showed the significant reading deficiency from both the initial assessment and the diagnostic assessment.

Plan Initiation and Implementation

Currently we track the data for students that show a reading deficiency or ones that are close to the READ cut off. These students are monitored either through READ or MTSS. The students that have moved to higher level groups are still monitored through the READ plan and we update the plan each year to show the progress. If a student falls below the READ cut score, then we can add them back to the READ group as needed.

We also provide parents strategies to use when reading at home. We use the iReady program. We also teach the strategies from iReady to the students. We

create our Instructional Groups and teach the strategies needed in order to help students reach grade level proficiency.

Target Setting:

80% of students will make adequate growth on the iReady Assessment

70% of students will meet or exceed proficiency on the end of year iReady Assessment

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

ELA mean scale score is gradually increasing each year but not at a rate to meet state expectations.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math mean scale score is gradually increasing but not at a rate to meet state expectations.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ELA median growth percentile is stable. This is a notable trend because it is well below the state expectations.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math median growth percentile is stable. This is a notable trend because it is well below the state expectations.

Additional Trend Information:

ELA CMAS Mean Scale Score:

2016: 713.3

2017: 717.8

2018: 721.9

Math CMAS Mean Scale Score:

2016: 709.4

2017: 710.0

2018: 712.7

ELA Median Growth Percentile:

2016: 27

2017: 27

2018: 26.5

Math Median Growth Percentile:

2016: 21

2017: 24

2018: 24.5

Root Causes



Priority Performance Challenge: Math Academic Achievement and Growth

Math academic achievement is in the 6th percentile. The median growth percentile is 24.5.



Root Cause: Lack of exposure to content that matches the rigor of state assessments

Instructional lessons and exit tickets need to match the rigor of state assessments



Root Cause: Lack of consistent interventions to scaffold grade level standards

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.



Root Cause: Lack of Completion of Short Answer Responses and Daily Writing Practice

Currently there is a lack of short answer responses with consistent teacher feedback.



Root Cause: Lack of accountability for students struggling with curriculum

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



Root Cause: Lack of Teacher Graded Assignments

Teachers need to collect more formative assessments to identify mastery of standards.



Root Cause: Lack of clear concise expectations to be successful in an online school

Students and Families need clear expectations and accountability to be successful in an online school.



Priority Performance Challenge: Reading Academic Achievement and Growth

Reading academic achievement is in the 13th percentile. The median growth percentile is 26.5.



Root Cause: Lack of Completion of Short Answer Responses and Daily Writing Practice

Currently there is a lack of short answer responses with consistent teacher feedback.



Root Cause: Lack of exposure to content that matches the rigor of state assessments

Instructional lessons and exit tickets need to match the rigor of state assessments



Root Cause: Lack of consistent interventions to scaffold grade level standards

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.



Root Cause: Lack of accountability for students struggling with curriculum

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



Root Cause: Lack of Teacher Graded Assignments

Teachers need to collect more formative assessments to identify mastery of standards.



Root Cause: Lack of clear concise expectations to be successful in an online school

Students and Families need clear expectations and accountability to be successful in an online school.



Priority Performance Challenge: ELA and Math Achievement of Free/Reduced-Price Lunch Eligible

Students that qualify for Free/Reduced-Price Lunch Eligible scored in the 3rd percentile in ELA and the 2nd percentile in math.



Root Cause: Lack of Completion of Short Answer Responses and Daily Writing Practice

Currently there is a lack of short answer responses with consistent teacher feedback.



Root Cause: Lack of consistent interventions to scaffold grade level standards

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.



Root Cause: Lack of Teacher Graded Assignments

Teachers need to collect more formative assessments to identify mastery of standards.



Root Cause: Lack of accountability for students struggling with curriculum

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



Root Cause: Lack of exposure to content that matches the rigor of state assessments

Instructional lessons and exit tickets need to match the rigor of state assessments



Priority Performance Challenge: ELA and Math Achievement of Student With Disabilities

Students that qualify for disabilities scored in the 1st percentile in ELA and math.



Root Cause: Lack of consistent interventions to scaffold grade level standards

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.

Root Cause: Lack of Completion of Short Answer Responses and Daily Writing Practice



Currently there is a lack of short answer responses with consistent teacher feedback.



Root Cause: Lack of Teacher Graded Assignments

Teachers need to collect more formative assessments to identify mastery of standards.



Root Cause: Lack of accountability for students struggling with curriculum

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Math and ELA academic achievement and growth was selected as a performance challenge because the SPF rating is does not meet. Students that qualify for free/reduced-price eligible and students with disabilities were also selected because when reviewing the subgroup data, the percentile rank was does not meet and below the overall percentile rank of the all students' scores.

Provide a rationale for how these Root Causes were selected and verified:



Elementary School Math and ELA Achievement and Growth is below state expectations.

At our August Professional Development, school leaders and staff analyzed data from the previous school year to include: SPF 2017 data, 2017-2018 i-Ready data and trend data, and internal curricular data. Priority Performance challenge areas were identified at this time.

At the November Professional Development, the staff participated in a root cause analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies.

For all root causes at all grade levels, we used a thorough root cause identification and verification process. With staff, we analyzed school and grade level data in all subject areas and identified our academic challenges through this analysis.

Once we identified our Priority Performance Challenges we had a discussion with staff regarding root causes to our challenges. We discussed root causes, grouped them together by theme, and then verified each root cause with our student data. The School Accountability Committee met in December to analyze school data, identify root causes, and offer recommendations to school improvement strategies and needed action steps.

Action Plans

Planning Form



Data Driven Instruction

What would success look like: The CPA staff and administration will increase accountability and daily synchronous sessions for students not mastering curriculum. We will increase our formative assessment frequency and graded assignments to provide feedback and instruction to students. We will provide guaranteed and viable instruction with a high level of rigor aligned to state standards to increase student mastery of standards.

Describe the research/evidence base supporting the strategy:

<https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Turnaround-Field-Guide.pdf>; <http://www.ascd.org/ascd-express/vol6/601-laud.aspx>; Identify what they need to learn. Self-assess. Set goals. Plan for the next steps to take.

Associated Root Causes:



Lack of exposure to content that matches the rigor of state assessments:

Instructional lessons and exit tickets need to match the rigor of state assessments



Lack of accountability for students struggling with curriculum:

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



Lack of Teacher Graded Assignments:

Teachers need to collect more formative assessments to identify mastery of standards.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student Goal Meetings	Student goal meetings will be implemented each semester to discuss overall progress and set growth goals for the diagnostic assessments.	10/01/2018 06/01/2020 Quarterly	Students, Teachers, and Principal	
 Daily Synchronous Instruction	Students who are struggling with instruction and/or engagement will be provided with daily online direct instruction.	10/01/2018 06/01/2020 Weekly	Principal, teaching staff and students	
 Common Formative Assessments	Teachers will create and collect common formative assessments matching the rigor of state assessments.	10/01/2018 06/01/2020 Monthly	Administration, teaching staff	
 Teacher Graded Assignments	Teachers will analyze safety net standards and collect assignments demonstrating competency of standards. This data will support reteach and differentiated instruction.	09/01/2019 06/01/2020 Monthly	Administration, teaching staff	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			iReady Standards Mastery Assessment Common		



PLC Weekly Meetings

PLC teams will meet weekly and collaborate to create assessments at a level or rigor to support demonstration of mastery and then design instruction that prepares students to understand, apply, analyze and evaluate grade level material.

10/01/2018
06/01/2020

Instructional Maps
Curricular Scope and Sequence
Colorado State Standards
Bloom's Taxonomy chart
PLC Meeting Template

Teaching Staff
Administration



Unit and Formative Assessment Data

Teachers will collect and analyze curricular and formative assessment data to determine learning gaps and student academic needs and then adjust their daily synchronous instruction to address those needs.

10/01/2018
06/01/2020

DDI meeting template curricular unit assessment data formative assessment data
CPA objective-based instruction template PLC meetings

Administration
Teaching staff



Student Data Meetings

Teachers will schedule meetings with students and their parents once a semester to set goals for progress in curriculum, mastery of standards, and middle and end of year assessments. The teachers will be trained on how to set up student led meetings.

10/01/2018
06/01/2020

Schedule for student data meetings
Assessment Data (curricular and diagnostic)
Curricular progress data
Teacher graded assignment data
Data meeting templates Data

Administration
Teaching Staff
Students

				meeting training and collaboration
	Students will have access to xtramath.com and set goals for math fact fluency.	10/01/2018 06/01/2020	XtraMath	Administration Teachers Students
	Teachers will analyze multiple data points and provide instruction in small groups and 1:1 to support students exhibiting significant deficiencies in reading and math.	10/01/2018 06/01/2020	Formative, Diagnostic, and Progress Monitoring data	Administration Teaching Staff Interventionists
	Teachers and students will be provided with weekly data reports detailing student progress and mastery in the curriculum.	03/11/2019 06/01/2021	Incremental progress data Data merge	CPA operations department Teachers Students
	Teachers will require students to create a portfolio of work demonstrating competency of grade level standards. Teachers will grade students assignments and provide feedback and reteach to support mastery of standards.	09/01/2019 06/01/2021	See Saw online student portfolios Formative and Curricular assessments Common Instructional Maps Curricular Scope and Sequence Colorado State Standards Bloom's Taxonomy chart	Administration Teaching Staff Students



Effective Differentiated Instruction

What would success look like: CPA Staff will provide online instruction across all content areas to support short answer responses and daily writing practice. Staff will require students to build an online portfolio to increase collection of formative assessments. Direct instruction will be targeted to support scaffolding of grade level standards as well as enrichment. Explicit and intensive instruction will be provided to support the students with high need. Weekly Professional Learning Communities will enable collaboration between all teaching staff including interventionists and special program teachers.

Describe the research/evidence base supporting the strategy:

<http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>; A process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum. (Hall, 2002)

Associated Root Causes:



Lack of consistent interventions to scaffold grade level standards:

Interventions need to be designed to close the learning gaps and additional instruction needs to be provided to students to master grade level standards.



Lack of Completion of Short Answer Responses and Daily Writing Practice:

Currently there is a lack of short answer responses with consistent teacher feedback.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Writing Instruction	Teachers will implement short answer response across all content areas to support growth in writing.	10/01/2018 06/01/2020 Weekly	Teachers and Administration	
	Students demonstrating significant deficiencies across multiple	10/01/2018	Administration, Teachers, Special	

Intensive and Explicit Direct Instruction	data points in reading and/or math will receive small group support to increase growth.	06/01/2020 Weekly	Education Teachers, Special Programs Teachers
	Teachers will analyze student performance to determine targeted direct instruction aligned to state standards support growth for all students including those below, at and above benchmark.	10/01/2018 06/01/2020 Weekly	Administration and Teachers
Grade Level Standards Support	Students demonstrating difficulty with standard mastery will be provided with additional direct instruction and a formative assessment to measure growth/mastery.	10/01/2018 06/01/2020 Monthly	Administration and Teachers
	Targeted Reteach		

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Teachers will be provided with training in Step Up to Writing, iReady, and Online Instruction (national K12 training) to support continued professional growth and development of best practices for instructional strategies.	08/01/2018 06/01/2020	Step Up to Writing training and resources iReady training and resources K12 Promising Practices training Peers	Trainers Teaching Staff Administration	
Professional Development					
	All teachers will participate in weekly PLC meetings to focus backwards planning using state standards, curriculum, and iReady instructional resources.	09/01/2018 06/01/2020	PLC weekly meeting time PLC template State Standards Curriculum Maps	Teaching staff and Administration	
Professional Learning					

Communities				iReady instructional resources	
	<p>All staff will collaborate to support student needs beyond Tier I. This includes gathering data, progress monitoring, and brainstorming strategies to support students through a multi-tiered system of supports.</p>	09/01/2018 06/01/2020		<p>MTSS meetings and templates colleagues formative and diagnostic assessment data progress monitoring tools and data</p>	<p>all staff including Administration and School Psychologist</p>
	<p>Teachers will provide scaffolded instruction based on the universal screener data to students who did not demonstrate mastery on the unit assessment or standards mastery assessment. Teachers will support these students with additional direct instruct time to support skill development and/or reteach. Teachers will continue to provide targeted instruction for all students and monitor attainment of mastery of standards through formative assessments.</p>	10/01/2018 06/01/2020		<p>Universal Screener iReady Teacher Tool Box PLC common planning time OLS Assessments Standards Mastery Assessments</p>	<p>Teachers, Interventionist, Special Programs Teachers and Administrators</p>
	<p>Teachers will meet in PLC weekly to collaborate and plan implementation of Step Up to Writing; with specific focus on short answer response and writing across on content areas. Students will build a portfolio of student work to collect writing and demonstrate growth throughout the year. Teachers will provide feedback and instructional support based on writing samples.</p>	10/01/2018 06/01/2020		<p>Step Up To Writing Training and Resources (rubrics and implementation strategies) weekly PLC time and planning template iReady</p>	<p>Step Up To Writing Trainers iReady trainers Teachers Principal</p>

	*Increased work samples were collected beginning 10/01/2018, however portfolios will begin in the 19-20 school year		instructional resources Curriculum Maps SeeSaw online portfolios	
	Students who are two or more grade levels below on diagnostic and follow-up assessment data (and all students on a READ plan) will receive small group targeted instruction 30 minutes per day 4-5 times per week to provide skill-based instruction with progress monitoring	10/01/2018 06/01/2020	Burst instruction, Burst progress monitoring tools, Dibels data, iReady data	Teaching Staff and Interventionists
	Special Education and Special Programs teaching staff will collaborate with all teaching staff during weekly professional learning community time to develop instruction and accountability scaffolded to support meeting state standards. Staff will continue to grow the coteaching model currently in place.	10/01/2018 06/01/2020	Curriculum Maps Common Core Standards PLC time for collaboration and coteaching planning common assessments (formative, diagnostic, progress monitoring)	Principals, Special Education Director, Special Programs Teachers, and Special Education Teachers
	Students who are two or more grade levels below on diagnostic and follow-up assessment data will receive small group targeted instruction 30 minutes per day 4-5 times per week to provide skill-based instruction with progress monitoring.	10/01/2018 06/01/2020	diagnostic assessment (iReady or mClass math) progress monitoring data iready instructional resources	Teaching Staff and Interventionists



Student Engagement

What would success look like: CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes. Students and families will be provided with clear and concise expectations to be successful in an online program and will be provided with a high level of accountability and support to do so. Teachers will collect formative assessments via student portfolios and will provide feedback and instruction based on student performance. Students who are struggling with the curriculum will receive intensive and explicit instruction to support standards mastery.

Describe the research/evidence base supporting the strategy: <https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/>; "High Expectations: clearly defined and measurable high expectations for academic achievement and conduct that creates and reinforces a culture of achievement and support."

Associated Root Causes:



Lack of accountability for students struggling with curriculum:

There needs to be support provided by the teachers for students who are behind in the curriculum and not mastering the unit lesson objectives. The administration also needs to write a policy to review student progress each quarter and place the student in a higher tier level of support.



Lack of Teacher Graded Assignments:

Teachers need to collect more formative assessments to identify mastery of standards.



Lack of clear concise expectations to be successful in an online school:

Students and Families need clear expectations and accountability to be successful in an online school.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Teachers will analyze student performance data via the universal	10/01/2018	Family and Student Support Services	

Synchronous support for student struggling in the curriculum	screeener and will provide reteach or increase small group, targeted direction instruction support for all students who lack mastery on curricular assessments.	06/01/2020 Weekly	team (FAST),Teaching Staff, Administration
 Student Portfolios and Teacher Graded Assignments	Teachers will collaborate to plan common assessments to be collected as student work in online portfolios. *increased student work collection began 11/1/2018. Online portfolios will begin in the 19-20 school year	11/01/2018 06/01/2020 Monthly	Teaching Staff and Administration
 Clear Expectations and Support for students	Student progress will be tracked weekly to identify students who are 10 or more lessons overdue or not mastered in the online school curriculum to provide additional support and parent training.	11/05/2018 06/01/2020 Quarterly	FAST, Teachers, and Administrators
Action Steps Associated with MIS			
Name	Description	Start/End Date	Resource Key Personnel Status
 Strong Start Expectations	Student expectations will be clearly defined and explained to families including education regarding characteristics of successful online learners and support to decrease distractions.	08/20/2018 01/14/2020	Strong Start Plan and live orientation sessions Teachers, Administration and FAST team
 Orientation Week	Clear expectations for orientation and onboarding will be outlined with actions steps and deadlines in our parent handbooks.	08/20/2018 01/14/2020	Handbook and Orientation Materials Homeroom Teachers and Family Academic Support Staff
National and school level class sessions for parents to discuss			



Learning Coach University

strategies and intervention supports to use at home. The K12 Learning Coach University is specifically focused to provide excellent resources and support in a range of various topics. The topics and content of the K12 Learning Coach University have been created based on the suggestions and feedback of existing and veteran Learning Coaches. K12 Learning Coach University session topics include: Creating Schedules Time Management Preparing for a new way of schooling

09/03/2018
06/01/2020

Class connect
schedule Parent
Trainings

FAST team and
parents



READ Plan collaboration

Parents of students with READ Plans will collaborate with instructional staff and participate in intervention planning and implementation.

10/01/2018
06/01/2020

READ Plan, Burst
instruction, Burst
progress
monitoring

Instructional Staff,
parents



Academic Probation

Teachers will track student progress weekly. Teachers and support staff will provide additional support and class connect sessions to students with overdue or not mastered lessons. Teachers meet with administration monthly to discuss individual students and the progress of the students. Students who are failing to meet academic progress will be placed in academic probation.

11/05/2018
06/01/2020

OLS platform
Progress Tracker
Monthly meeting
time with principal
Incremental
progress reports

Teachers and
principal



FAST

Family Academic Support Team will provide additional wrap around support to students who are showing lack of engagement or lack of progress in the curriculum. The student will be assigned a Family Academic Support Liaison to meet with them individually and create a back on track plan to support the student. Students in academic probation will have a weekly power hour with the Family Academic Support Liaison to review weekly progress and work on overdue lessons.

11/05/2018
06/01/2020

FAST Referral
Form FASL
Weekly Support
sessions FAST
Tracker Curricular
progress data

FAST Team,
Teachers, and
Administration

Seesaw online
portfolios PLC



Student Portfolios

Students will create online portfolios to share offline work as well as formative assessments. Teachers will meet weekly in PLC teams to develop common assessments aligned to state standards to be collected as student work samples in online portfolios. Students will receive feedback and support on portfolios.

09/01/2019

06/01/2021

time and templates State Standards Step Up to Writing iReady Standards Mastery Curriculum Colleagues

Administration and teaching staff

School Target Setting



Priority Performance Challenge : Math Academic Achievement and Growth



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The elementary math scale score will increase from 712.7 to 734.3

2019-2020: The elementary math scale score will increase from 734.3 to 740.

INTERIM MEASURES FOR 2018-2019: Increase academic achievement/proficiency in math from 58% to 63% on the end of year diagnostic assessments on iReady assessment Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

2018-2019: Increase median growth percentile for all students and subgroups from 24.5 to 35

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Increase median growth percentile for all students and subgroups from 35 to 50

INTERIM MEASURES FOR 2018-2019: Increase academic growth in Math from 55% to 57% on the end of year diagnostic assessments on iReady assessment
Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



Priority Performance Challenge : Reading Academic Achievement and Growth



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The elementary ELA scale score will increase from 721.9 to 739.5.

2019-2020: The elementary ELA scale score will increase from 739.5 to 742.

INTERIM MEASURES FOR 2018-2019: Increase academic achievement/proficiency in English Language Arts from 68% to 71% on the end of year diagnostic assessments on iReady assessment. Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The median growth percentile for all students and subgroups will increase from 26.5 to 35.

2019-2020: The median growth percentile for all students and subgroups will increase from 35 to 50.

INTERIM MEASURES FOR 2018-2019: Increase academic growth in English Language Arts from 53% to 55% on the end of year diagnostic assessments. Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use



Priority Performance Challenge : ELA and Math Achievement of Free/Reduced-Price Lunch Eligible



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M



2018-2019: The elementary math scale score will increase from 705.9 to 734.3

2019-2020: The elementary math scale score will increase from 734.3 to 740.

INTERIM MEASURES FOR 2018-2019: Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R



2018-2019: The elementary ELA scale score will increase from 713.3 to 739.5.

2019-2020: The elementary ELA scale score will increase from 739.5 to 742.

INTERIM MEASURES FOR 2018-2019: Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



Priority Performance Challenge : ELA and Math Achievement of Student With Disabilities



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The elementary math scale score will increase from 692 to 719.1.

2019-2020: The elementary math scale score will increase from 719.1 to 725.

INTERIM MEASURES FOR 2018-2019: Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The elementary ELA scale score will increase from 698.4 to 722.3.

2019-2020: The elementary ELA scale will increase from 722.3 to 730.

INTERIM MEASURES FOR 2018-2019: Internal data from diagnostic assessments- Kindergarten and First grade will use mClass math beginning, middle and end of the year Second through Fifth grade will use iReady math beginning, middle and end of the year

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the [Quality Criteria](#). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

**Description of State
Accountability Requirements**

Recommended Location in UIP

Description of Requirement

Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.

Turnaround Plan Options.
Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.

Section IV: A description of the selected turnaround strategy in the Action Plan Form.

If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.

Provide name of Turnaround Partner:

- School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.
- Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.
- School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.

Provide name of Management Contractor:

- Charter Conversion.** (For schools without a charter) The school has converted to a charter school.
- Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.
- School Closure.**
- Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?



Colorado's Unified Improvement Plan for Schools

COLORADO PREPARATORY ACADEMY MIDDLE SCHOOL UIP 2018-19 | **School:** COLORADO PREPARATORY ACADEMY MIDDLE SCHOOL | **District:** EDUCATION REENVISIONED BOCES | **Org ID:** 9170 | **School ID:** 1501 | **Framework:** Priority Improvement Plan: Decreased due to Participation (Revised) | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans
- Addenda

Executive Summary

If we...

EFFECTIVE DIFFERENTIATED INSTRUCTION

Description:

CPA Middle School staff will increase collaboration at PLC meetings to create alternative assignment options. PLC teams will also define differentiated support and progress monitor chosen SMART goals.



DATA DRIVEN INSTRUCTION

Description:

The CPA staff and administration will continue to implement and improve upon a full data driven instructional model by ensuring instruction is based on students' academic needs. Teachers will set SMART goals for student learning based on assessment data and progress monitor those goals at least twice a month.



STUDENT ENGAGEMENT

Description:

CPA Middle School will hold students to high expectations by providing differentiated support. Individual student goals will be progress monitored.



Then we will address...

LACK OF COLLABORATION

Description:

Lack of consistent direct collaboration on content and curriculum between special education and general education teachers.



LACK OF ALTERNATIVE ASSIGNMENTS

Description:

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.



LACK OF DIFFERENTIATED SUPPORT AND PROGRESS MONITORING

Description:

Lack of resources for differentiated support to support mastery of all standards.



Then we will change current trends for students

STUDENTS ON IEPS ARE SHOWING A DECLINE IN ACADEMIC ACHIEVEMENT IN MATH.

Description:

Students on IEPs are not meeting state expectations in the area of math. The students scored in the 1st percentile.



STUDENTS ON IEPs ARE SHOWING A DECLINE IN ACADEMIC ACHIEVEMENT IN READING.

Description:

Students on IEPs are not meeting state expectations in the area of reading. The students scored in the 1st percentile.



MINORITY STUDENTS ARE NOT MEETING MEDIAN GROWTH IN MATH.

Description:

Minority students median growth percentile rate was 32 which does not meet expectations.



STUDENTS WITH DISABILITIES ARE NOT MEETING GROWTH EXPECTATIONS IN MATH.

Description:

Students with disabilities median growth percentile rate was 29.5 which is not meeting expectations.



ACADEMIC ACHIEVEMENT AND GROWTH IN ELA AND MATH

Description:

Academic Achievement and Growth in ELA and Math is approaching.



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

Improvement Plan Information

Additional Information about the school

CPA middle school score was in improvement. CPA earned 46.7% of the points. CPA middle school was decreased to priority improvement due to test participation. We are continuing to focus on data driven instruction, effective differentiated instruction, and school and community culture to improve the academic achievement and growth of students. We are also going to work with CDE closely on the test participation data to eliminate any errors, since the test participation issue was not due to the actual amount of students tested but due to the amount of errors CPA had in their assessment verification and end of year reports.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Renae Roth

Mailing Street: 8601 Turnpike Drive, Suite 100

Phone:+1-720-381-2047

Name: Nicole Tiley

Mailing Street: 8601 Turnpike Drive, Suite 100

Phone:(307) 220-0545

Title: Principal

Mailing City / State/ Zip Code: Westminster CO 80031

Email: reroth@k12.com

Title: Head of School

Mailing City / State/ Zip Code: Westminster CO 80031

Email: ntiley@k12.com

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

The Education ReEnvisioned (formerly known as the Colorado Digital BOCES) authorizes multi-district online and blended contract schools through a Board of Cooperative Education Services that partners with school districts and institutions of higher education. Our partners are the Falcon School District 49, Durango School District 9-R, Creede School District and Pikes Peak Community College. The Education ReEnvisioned mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The Education ReEnvisioned serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The Education ReEnvisioned values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The Education ReEnvisioned authorizes two schools at this time, one of them being Colorado Preparatory Academy.

Colorado Preparatory Academy (CPA) is a multi-district online program authorized under Education ReEnvisioned. CPA is in its sixth year of operation. CPA

middle school enrolls students in grades sixth through eighth grade. Currently, CPA has 679 middle school students. The demographics of CPA middle school is the following: 47.6% male and 52.4% female, 34.9% eligible for free/reduced lunch, 47.9% of the population is minority students, and 12.5% of the students are on IEPs.

The vision of CPA is to be a premier school in Colorado by supporting students in their journey to college. Our college readiness framework includes four areas of focus to provide students comprehensive guidance in key cognitive strategies, academic knowledge and skills, academic behaviors, and contextual skills and awareness necessary to be ready for the rigor of college-level work. We provide a high-quality alternative to the traditional classroom enabling school aged learners to acquire the skills, content, and competencies necessary to live a productive life in the 21st century and post-secondary readiness.

Colorado Preparatory Academy Middle School staff consists of sixteen content teachers, five special services teachers, and an advisor to help support student engagement. We have four teachers for our core subjects (math, English, science, and social studies). These teachers support students in learning groups and also individually by using student data and performance to determine learning needs. Instruction varies in frequency and intensity depending on student needs. The content teachers also support our elective offerings which include music, art, journalism, photography, and career explorations. Our four special education teachers support students with IEPs and/or ELL needs by offering individual and small group service time to meet each student's goals and accommodations as needed. These teachers also "push in" to general education courses and team-teach/collaborate to help all students understand and master grade-level standards. The advisor works with students individually and in groups to help establish good schooling habits and shares tips for success. She works closely with Learning Coaches (parents) and students alike.

At CPA Middle School our weekly meeting time is structured to ensure various opportunities to collaborate and learn together. The first and third Monday of the month, we meet in a staff meeting to cover professional development topics, work on school-wide goals, or share best practices for online teaching. The second and fourth Monday of the month, grade level teams meet to discuss and action plan for students that are struggling with engagement or other behavior concerns. Teams set follow up plans and utilize advisor support when needed. The first and third Thursday of the month, we meet in grade level teams for MTSS support. Teachers share data and progress monitor SMART goals for students that are struggling academically and need added interventions. The second and fourth Thursday of the month, we meet in content-level PLC teams to discuss content data aligned to state standards. These content teams share best practices, areas of improvement, and set collective SMART goals that will help support student growth in reading and math.

The UIP planning process and data analysis is a continuation of the previous year's UIP strategies, includes data for the 2017-2018 school year, as well as I-Ready

assessment data and a development of new improvement strategies for the 2018-2019 year. A broad representative group, to include school and district leaders and school staff, was involved in data analysis, root cause analysis, and improvement plan development.

CPA 2017-2018 data was analyzed for trends focusing on improvements and declines at the indicator and sub-indicator level. This data was presented to all faculty and staff in September 2018 with initial discussions on the priority performance challenges observed in the data. Additionally, staff and leadership analyzed fall benchmark data in I-Ready assessments for all CPA students. At the December 2018 professional development, the staff reviewed the reflections on 2017-2018 data, priority performance challenges, and conducted a root cause analysis for each performance challenge. After a large staff discussion regarding the data and a root cause analysis, the faculty and staff were separated by departments in order to analyze different challenges such as online instruction for certain groups of students, student engagement, school culture, and growth/proficiency in writing, reading, and math. The leadership team then reviewed the root causes and challenges, compiled these into a unified plan, and then moved on to our improvement strategies and action steps. Once the root causes, strategies and actions were developed and verified, additional leadership meetings took place, with school, district, and state level leaders, to review the various pieces of the UIP and make additions or corrections.

Overall, the UIP was developed using a data-driven process, and in collaboration with the district, school leadership teams, and the school accountability committee. In addition, the school leaders met with district leaders in December 2018 to ensure that the school UIP is in alignment with Education ReEnvisioned and CPA Action Plan, a plan developed from district level school site visits and observations.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	ELA: Increase mean scale score from 726.5 to 730.
Performance:	Mean scale score in ELA was 732.4. The goal was met.
Prior Year Target:	Math: Increase mean scale score from 719.5 to 724.5.
Performance:	Mean scale score in Math was 723.3. The goal was not met.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION: The ELA goal was met. The PLC teams met and shared instructional resources to use across grade levels. The math goal was not met. The math team has asked for supplemental material and intervention material to close learning gaps with students.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	ELA: Increase median growth percentile from 30.5 to 39.5.
Performance:	Median growth percentile/rate in ELA was 43. The goal was met.
Prior Year Target:	Math: Increase median growth percentile from 41.5 to 45.
Performance:	Median growth percentile/rate in math was 45. The goal was met.

ACADEMIC GROWTH REFLECTION: The ELA and math median growth percentile was met. The middle school live class connect attendance increased to 95% of students attending required classes weekly. The PLC focus and quarterly data dives were implemented with fidelity. The teachers also shared best practices to teach reading strategies across the curriculum.

Current Performance

- In CPA’s middle school 2018 SPF, we have earned 47.6% of the possible points, which is improvement. CPA middle school rating was dropped one level to priority improvement: decreased due to participation. CPA middle school is in the third year of priority improvement status.

Under Academic Achievement, we are rated as approaching in English Language Arts, Math, and Science in the student groups of all students, free/reduced-price lunch eligible, and minority students. We were rated as does not meet in the student group of students with disabilities. The student group English Learners was not scored due to not enough students in this group.

Under Academic Growth, we are rated as approaching in English Language Arts in the student groups of all students, free/reduced-price lunch eligible, students with disabilities, and minority students. We were rated as approaching in Math in the student groups of all students and free/reduced-price lunch eligible. We were rated as does not meet in the student groups of minority students and students with disabilities. The academic growth of students with English Language Proficiency was not reported due to the n count being less than 20.

When reviewing the CMAS 2017 to 2018 data, the mean scale score increased in all grade levels in ELA and math. The increases in scale scores were due to the increase in students attending live classes with their teachers. The teachers also implemented quarterly data dives to share best practices. The implementation of best practices were also observed during the teacher walk throughs. The PLC teams also met to create SMART goals and discuss evidence of mastery of curriculum. The PLC teams shared instructional strategies and best practices weekly.

School Name	Content	Test/Grade	# of Total Records	# of Valid Scores	# of No Scores	Participation Rate	2018 Mean Scale Score	2018 % Met or Exceeded Expectations	2017 Mean Scale Score**	2017 % Met or Exceeded Expectations**	% Change in Met or Exceeded Expectations**
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 06	105	66	39	62.9	728	19.7	723	16.9	2.8
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 07	188	121	67	64.4	737	37.2	731	29.7	7.5
COLORADO PREP ACADEMY	English Language Arts	English Language Arts Grade 08	198	131	67	66.2	730	31.3	723	*	*
COLORADO PREP ACADEMY	Mathematics	Mathematics Grade 06	105	67	38	63.8	720	14.9	718	13.0	1.9

COLORADO PREP ACADEMY	Mathematics	Mathematics Grade 07	188	121	67	64.4	727	17.4	724	17.1	0.3
COLORADO PREP ACADEMY	Mathematics	Mathematics Grade 08	198	132	66	66.7	722	21.2	713	*	*

When reviewing the i-Ready math scores, the math team concluded that the 8th grade students needed supplemental material due to the learning gaps. The math team wrote a proposal at the end of last year to revise their scope and sequence to provide additional instructional time to meet the needs of the students. This current year the math team has created different sections of the course to allow for additional time to dig deeper into the essential standards. The goal is to provide struggling math student's success with the basic grade level math skills, by reducing the amount of math concepts reviewed and practiced during live classes. The quizzes are designed to provide students another opportunity to work with the material. To spend more time on the basic grade level skills, we will review a strategy to slow down a math course by selectively removing certain lessons and activities.

The median student growth percentile over time in math has increased from 25 to 42 to 45.

i-Ready Math Proficiency Levels 2017-2018

Grade Level	Beginning of Year	Middle of Year	End of Year
6th Grade	32% at Level 68% Below Level	46% at Level 54% Below Level	55% at Level 45% Below Level
7th Grade	28% at Level 72% Below Level	40% at Level 60% Below Level	49% at Level 51% Below Level
8th Grade	25% at Level 75% Below Level	30% at Level 70% Below Level	32% at Level 68% Below Level

i-Ready Reading Proficiency Levels 2017-2018

Grade Level	Beginning of Year	Middle of Year	End of Year
6th Grade	34% at Level 66% Below Level	47% at Level 52% Below Level	51% at Level 49% Below Level
7th Grade	48% at Level 52% Below Level	53% at Level 47% Below Level	63% at Level 38% Below Level
8th Grade	41% at Level 59% Below Level	47% at Level 54% Below Level	41% at Level 59% Below Level

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Middle school students are on an increase in ELA on CMAS in 2015-2018.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Middle school students on IEPS had a decrease in academic achievement in ELA and math from 2015-2017 and then an increase in 2018.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Middle school students are on an increase in Math growth on CMAS in 2015-2018.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

Middle school students in the subgroup free and reduced lunch have had a steady increase in Math growth. (Median growth percentile in 2016= 29.5, 2017= 41.0, and 2018= 48.5)



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

Middle school students on IEPs had a growth in ELA from 2016= 29.5 to 2018= 47.0.

Additional Trend Information:

CMAS ELA Mean Scale Scores:

2015: 725.3

2016: 725.1

2017: 726.5

2018: 732.4

CMAS Math Mean Scale Scores:

2015: 725.8

2016: 722.1

2017: 719.5

2018: 723.3

CMAS ELA Median Growth Percentile:

2016: 35

2017: 30.5

2018: 43.0

CMAS Math Median Growth Percentile:

2016: 34.0

2017: 41.5

2018: 45.0

Root Causes



Priority Performance Challenge: Students on IEPs are showing a decline in academic achievement in math.

Students on IEPs are not meeting state expectations in the area of math. The students scored in the 1st percentile.



Root Cause: Lack of Collaboration

Lack of consistent direct collaboration on content and curriculum between special education and general education teachers.



Root Cause: Lack of Alternative Assignments

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.



Priority Performance Challenge: Students on IEPs are showing a decline in academic achievement in reading.

Students on IEPs are not meeting state expectations in the area of reading. The students scored in the 1st percentile.



Root Cause: Lack of Collaboration

Lack of consistent direct collaboration on content and curriculum between special education and general education teachers.



Root Cause: Lack of Alternative Assignments

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.



Priority Performance Challenge: Minority students are not meeting median growth in math.

Minority students median growth percentile rate was 32 which does not meet expectations.



Root Cause: Lack of Alternative Assignments

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.



Root Cause: Lack of differentiated support and progress monitoring

Lack of resources for differentiated support to support mastery of all standards.



Priority Performance Challenge: Students with disabilities are not meeting growth expectations in math.

Students with disabilities median growth percentile rate was 29.5 which is not meeting expectations.



Root Cause: Lack of Collaboration

Lack of consistent direct collaboration on content and curriculum between special education and general education teachers.



Root Cause: Lack of differentiated support and progress monitoring

Lack of resources for differentiated support to support mastery of all standards.



Priority Performance Challenge: Academic Achievement and Growth in ELA and Math

Academic Achievement and Growth in ELA and Math is approaching.



Root Cause: Lack of differentiated support and progress monitoring

Lack of resources for differentiated support to support mastery of all standards.



Root Cause: Lack of Alternative Assignments

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Middle School Math is Approaching state expectations in Academic Achievement as well as Academic Growth. Middle School ELA is Approaching state expectations in Academic Achievement and Academic Growth.

Provide a rationale for how these Root Causes were selected and verified:

At our November Professional Development, school leaders and staff analyzed data from the previous school year to include: SPF 2018 data, 2017-2018



i-Ready data and trend data, and internal curricular data. Priority Performance challenge areas were identified at this time.

At the December Professional Development, the staff participated in a root cause analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies.

For all root causes at all school levels (6-8), we used a thorough root cause identification and verification process. With staff, we analyzed school and grade level data in all subject areas and identified our academic challenges through this analysis.

Once we identified our Priority Performance Challenges we had a discussion with staff regarding root causes to our challenges. We discussed root causes, grouped them together by theme, and then verified each root cause with our student data. The School Accountability Committee met in December to analyze school data, identify root causes, and offer recommendations to school improvement strategies and needed action steps.

Action Plans

Planning Form



Effective Differentiated Instruction

What would success look like: CPA Middle School staff will increase collaboration at PLC meetings to create alternative assignment options. PLC teams will also define differentiated support and progress monitor chosen SMART goals.

Describe the research/evidence base supporting the strategy:

<http://www.ascd.org/publications/educational-leadership-feb10/vol67/num05/Differentiated-Learning.aspx>

Associated Root Causes:



Lack of differentiated support and progress monitoring:

Lack of resources for differentiated support to support mastery of all standards.



Lack of Alternative Assignments:

Lack of resources and/or alternative assignments when content and standards are difficult for students to understand.



Lack of Collaboration:

Lack of consistent direct collaboration on content and curriculum between special education and general education teachers.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 PLC Collaboration	Collaboration to determine alternative assessments, share instructional lesson plans and ideas, and create content specific SMART goals. PLC groups will determine specific strategies and timelines for implementation to support diagnostic and state testing data.	09/10/2018 05/29/2020 Weekly	Content Teachers, Administration	
 Targeted Instruction based on Instructional Level	Students will receive targeted instruction based on identified need for support in core classes.	11/05/2018 05/01/2020 Weekly	Teachers and Administrators	
 Common Unit Assessment Data and Diagnostic Assessments	iReady Reading and Math diagnostic assessments and school-wide writing assessments with common writing rubric will be used to assess students' instructional levels. Common interim assessments in the grade level curriculum for math class and growth monitoring in iReady reading will provide interim data checkpoints.	01/07/2019 06/01/2021 Quarterly	School Administration and Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Professional Development for		



Live Instructional Model

Teachers will organize their Class Connect sessions to ensure students read, define vocabulary, and answer higher level Bloom's questions. Students will receive immediate, quality feedback on their work to support student growth and deeper thinking

08/27/2018
05/29/2020

Bloom's Taxonomy and quality feedback Class Connect template for quality instruction

Teachers and Administrators



Professional Development on Targeted Instruction

Teachers will be trained and will collaborate on the implementation of Step Up To Writing and differentiation within their curriculum and learning platform. Step Up To Writing note taking and organizational strategies are used to answer word problems and prompts across curriculum in every grade level.

09/04/2018
06/01/2020

Step Up To Writing Training Collaboration Time for Program Implementation

Step Up To Writing Trainers Teachers Principal



Targeted Group Instruction

Teachers will provide scaffolded instruction based on the universal screener data to students who didn't show mastery on the unit assessment or standards mastery assessment through reteaching or by using supplemental iReady lessons and resources. Teachers will continue to provide targeted instruction and progress monitor attainment of mastery of standards.

10/01/2018
06/01/2020

Universal Screener iReady Teacher Tool Box PLC common planning time OLS Assessments Standards Mastery Assessments

Teachers and Administrators



Co-Teaching with General Education and Special Education Teachers

Collaboration during PLC between the general education teacher and special education teacher to create lesson plans to co-teach class connect sessions to differentiate instruction and determine alternative assignments to show mastery of standards. Special education teacher attendance at general education classes will offer immediate and on-going accommodations for students as they work through grade level standards and content.

10/15/2018
06/01/2021

PLC meeting time Colorado State Standards and resources on student learning targets PLC meeting template

Regular Education Teacher, Special Education Teachers, and Principal

Dedicated time



Teacher Data Meetings

Teachers will meet twice a month with the principal to review the unit assessment and standard mastery assessment data to determine students who need additional support. The teacher and principal will brainstorm ways to help student improve grades and assessment results. The teachers will write a SMART goal and action steps to create lesson plans and use iReady resources. Student subgroups will also be discussed during the teacher data meetings.

11/05/2018
06/01/2021

twice a month for teacher data meeting PLC meetings to collaborate and share best practices and resources
Teacher Data Meeting Template with tracking of SMART goals
Weekly tracker with subgroup disaggregated data

Teachers and principal



PLC Collaboration

Dedicated weekly time for PLC teams to measure mastery of standards.

01/07/2019
06/01/2021

PLC meeting template, PLC notes and SMART goals

Teachers and school administrators



Data Driven Instruction

What would success look like: The CPA staff and administration will continue to implement and improve upon a full data driven instructional model by ensuring instruction is based on students' academic needs. Teachers will set SMART goals for student learning based on assessment data and progress monitor those goals at least twice a month.

Describe the research/evidence base supporting the strategy:

<http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Answering-the-Questions-That-Count.aspx>

Associated Root Causes:

**Lack of differentiated support and progress monitoring:**

Lack of resources for differentiated support to support mastery of all standards.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Frequency of Teacher Support	Additional live small group class sessions required for students that are not showing growth and mastery.	09/03/2018 05/29/2020 Weekly	Teachers	
 Common Assessments and Action Plans	Common Interim Assessments that are aligned to grade level content with action plans on new lessons based on data analysis	09/04/2018 06/01/2020 Quarterly	Teachers and Principals	
 Targeted Instructional Lessons	Teacher action plans and SMART goals for small group and intervention sessions based on the instructional needs of students.	09/04/2018 06/01/2020 Weekly	Teachers and Principal	
 Engaged Students	Students know the end goal, how they did, and what actions they are taking to improve	11/03/2018 06/01/2020 Quarterly	Teachers, principal, and students	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			iReady Standards		



PLC Content Meetings

PLC teams will meet and discuss what mastery of the state standard looks like and design instruction that prepares students to answer questions at the required level of mastery. The teachers discuss what action the student would demonstrate to show mastery of the standard.

09/04/2018
06/01/2020

Mastery Assessment
Common Instructional Maps
Colorado State Standards

Teachers Special Program Staff
Members
Administration



SMART Goals

Teachers will collaborate to set reading and math goals for their targeted small group instruction. The goals are directly tied to CO standards.

10/01/2018
06/01/2020

BOY, MOY, and EOY data (i-Ready)

Teacher PLC Teams and Administration



Unit Assessment Data

Teachers will analyze unit assessment data to determine learning gaps and student academic needs, and then adjust their instruction to address those needs.

10/06/2018
06/01/2020

DDI meeting template;
course-specific unit assessment data

Teachers and Administrators



Student Led Meetings

Teachers will schedule meetings with students and their parents once a semester to set goals for middle of year assessments and end of year assessments as well as content course goals. The teachers will be trained on how to set up student led meetings.

10/08/2018
06/01/2020

Schedule for student data meetings
Training on how to lead a student meeting
Conference template

Principal, teachers, and students



Interim Assessment Review

English and Math teachers will review interim data quarterly and present areas of strength and improvement to other content areas. PLC teams will collaborate to support areas of improvement cross-curricularly.

10/15/2018
03/20/2020

Interim Data
Interim Data analysis sheet
PLC team time

Math and English teachers
Administration



Student Engagement

What would success look like: CPA Middle School will hold students to high expectations by providing differentiated support. Individual student goals will be progress monitored.

Describe the research/evidence base supporting the strategy:

<http://www.ascd.org/publications/educational-leadership/nov08/vol66/num03/The-Architecture-of-Ownership.aspx>

Associated Root Causes:



Lack of differentiated support and progress monitoring:

Lack of resources for differentiated support to support mastery of all standards.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 MTSS Support	Grade-level teams will meet two times a month to set SMART goals for students showing academic struggles.	09/03/2018 05/29/2020 Monthly	Teachers, Administrators, School Psychologist	
 Student Led Meetings	Student led meetings and data conferences with students and parents once a semester.	11/04/2018 06/01/2020	Teachers and Principals	
 Clear Expectations and Support for students	Student progress will be tracked weekly and discussed during grade level PLC meetings. There will be an action plan to differentiate the supports that are needed for the student to be successful in the online school. The engagement level of the student will also be progress monitored through back on track completion of weekly student goals.	11/05/2018 06/01/2020 Quarterly	FAST, Teachers, and Administrators	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 <p>Strong Start Expectations</p>	<p>Student expectations will be clearly defined and explained to families at the start of each school year and reviewed as needed with the school advisor or with students mentors for continuous support.</p>	<p>08/20/2018 01/14/2020</p>	<p>Strong Start Plan</p>	<p>School Administration and FAST team</p>	
 <p>Orientation Week</p>	<p>Clear expectations will be written into our parent handbooks for orientation and onboarding expectations with actions steps by an assigned deadline of September 30th.</p>	<p>08/20/2018 01/14/2020</p>	<p>Handbook and Orientation Material</p>	<p>Homeroom Teachers and Family Academic Support Staff</p>	
	<p>National and school level class sessions for parents to discuss strategies and intervention supports to use at home. The K12 Learning Coach University is specifically focused to provide excellent resources and support in a range of</p>				



Learning
Coach
University

various topics. The topics and content of the K12 Learning Coach University have been created based on the suggestions and feedback of existing and veteran Learning Coaches. K12 Learning Coach University session topics include: Creating Schedules Time Management Preparing for a new way of schooling

09/03/2018
06/01/2020

Class connect schedule Parent Trainings

FAST team
and parents



MTSS
Meetings

Grade Level teams will meet twice a month to support students with academic struggles. The team will review student data, hypothesize solutions and determine clear action steps. They will progress monitor students performance and adjust plans and levels of support as needed.

10/01/2018
05/15/2020

National Center on Intensive Intervention:
https://intensiveintervention.org/sites/default/files/Student-Level_DBI_Checklist_508.pdf
MTSS progress monitoring spreadsheet Student Data Note Taking tool.

Teachers
Administration
Students
Parents School
Psychologist

Each student will receive a monthly phone call (and Enduring



Monthly Student Contact and Support

Connection Call) from a content teacher to discuss progress in course and overall student performance and engagement.

11/01/2018
05/29/2020

Student Call Notes

Teachers
Administration
Students



FAST

Family Academic Support Team will provide additional wrap around support to students who are showing overdue lessons. The student will be assigned a Family Academic Support Liaison to meet with them individually and create a back on track plan to support the student. Students in academic probation will have a weekly power hour with the Family Academic Support Liaison to review weekly progress and work on overdue lessons.

11/05/2018
06/01/2020

FAST Referral Form FASL Weekly Support sessions FAST Tracker

FAST Team,
Teachers, and
Administration

School Target Setting



Priority Performance Challenge : Students on IEPs are showing a decline in academic achievement in math.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase ELA mean scale score from 705.4 to 724.1

2019-2020: Increase ELA Mean scale score from 724.1 to 730

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



Priority Performance Challenge : Students on IEPs are showing a decline in academic achievement in reading.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase mean scale score in math from 696.9 to 716.5

2019-2020: Increase mean scale score in math from 716.5 to 731.2

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



Priority Performance Challenge : Minority students are not meeting median growth in math.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 32 to 35.

2019-2020: Increase median growth percentile from 35 to 50.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



Priority Performance Challenge : Students with disabilities are not meeting growth expectations in math.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 29.5 to 35.

2019-2020: Increase median growth percentile from 35 to 50.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



Priority Performance Challenge : Academic Achievement and Growth in ELA and Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median scale score from 723.3 to 731.2.

2019-2020: Increase median scale score from 731.2 to 740.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median scale score from 732.4 to 740.

2019-2020: Increase median scale score from 740 to 748.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 43 to 50.

2019-2020: Increase median growth percentile from 50 to 55.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 45 to 50.

2019-2020: Increase median growth percentile from 50 to 55.

INTERIM MEASURES FOR 2018-2019: I-Ready assessments in grades 6-8. Assessments occur in September, January, and May.



Colorado's Unified Improvement Plan for Schools

COLORADO PREPARATORY ACADEMY HIGH SCHOOL UIP 2018-19 | **School:** COLORADO PREPARATORY ACADEMY HIGH SCHOOL | **District:** EDUCATION REENVISIONED BOCES | **Org ID:** 9170 | **School ID:** 1550 | **Framework:** Improvement Plan: Decreased due to Participation (Revised) | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans
- Addenda

Executive Summary

If we...

DATA DRIVEN INSTRUCTION

Description:

The CPA high school staff and administration will continue to implement and improve upon a full data driven instructional model.



STUDENT AND LEARNING COACH ENGAGEMENT

Description:

CPA Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.



SCHOOL AND COMMUNITY CULTURE

Description:

CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.



EFFECTIVE DIFFERENTIATED INSTRUCTION

Description:

CPA High School Staff will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.



Then we will address...

LACK OF APPROPRIATE COURSE PLACEMENT

Description:

The school does not provide adequate training to course placement counselors.



LACK OF PROPER CREDIT DEFICIENCY IDENTIFICATION

Description:

The school does not have a clear and consistent process in place to identify students that are at risk for credit deficiency.



CURRICULUM DOES NOT SUPPORT STUDENTS WHO LACK FOUNDATIONAL SKILLS

Description:

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations



LACK OF CLEAR EXPECTATIONS OF MISSION, VISION AND SCHOOL EXPECTATIONS.

Description:

The school does not provide clear expectations about the school's mission, vision and expectations upon enrollment.



CURRICULUM DOES NOT SUPPORT STUDENTS WHO LACK FOUNDATIONAL SKILLS

Description:

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations.



LACK OF COMMUNICATION OF CONCURRENT ENROLLMENT OPPORTUNITIES AT ENROLLMENT

Description:

The school does not provide clear information about concurrent enrollment benefits for students and how it impacts their future educational plans.



LACK OF PROGRESS MONITORING TRAINING TO TRACK INTERVENTION PROGRESS

Description:

The school does not provide adequate training on using progress monitoring tools and setting SMART goals for students.



LACK OF DIFFERENTIATED INSTRUCTION

Description:

The school does not provide small group interventions based on internal data to identify students' academic needs.



LACK OF COMMUNICATION OF POST-SECONDARY ENROLLMENT UPON GRADUATION

Description:

The school does not have a consistent policy to collect and document students' post-secondary plans after graduation.



LACK OF POLICY TO TRACK STUDENTS AFTER THEY WITHDRAW FROM CPA

Description:

The school does not have a consistent policy and tracking methods to identify where withdrawn students have gone to continue their high school education.



Then we will change current trends for students

HIGH SCHOOL GRADUATION RATES

Description:

High school graduation rates have increased by 13% between 2016 and 2017 and does not meet state requirements.



HIGH SCHOOL DROPOUT RATES

Description:

High school drop out rates has decreased by 10% between 2016 and 2017 however it does not meet the state requirement.



HIGH SCHOOL MATRICULATION

Description:

High school matriculation rates have increased by 9% between 2016 and 2017 and is approaching state requirements.



HIGH SCHOOL ACADEMIC GROWTH IN MATH

Description:

High school math PSAT and SAT median growth percentile is approaching state requirements.



HIGH SCHOOL ACADEMIC GROWTH IN MATH IN FREE/REDUCED LUNCH ELIGIBLE

Description:

High school PSAT/SAT is does not meet state requirements.



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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Nicole Tiley

Mailing Street: 8601 Turnpike Dr., Suite 100

Phone:(720) 381-2047

Name: Sheila Stevens

Mailing Street: 8601 Turnpike Dr., Suite 100

Phone:(720) 381-2047

Title: Head of School

Mailing City / State/ Zip Code: Westminster CO 80031

Email: ntiley@k12.com

Title: HS Principal

Mailing City / State/ Zip Code: Westminster CO 80031

Email: sstevens@k12.com

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

The Education ReEnvisioned (formerly known as the Colorado Digital BOCES) authorizes multi-district online and blended contract schools through a Board of Cooperative Education Services that partners with school districts and institutions of higher education. Our partners are the Falcon School District 49, Durango School District 9-R, Creede School District and Pikes Peak Community College. The Education ReEnvisioned mission is to revolutionize schools and systems in an effort to

reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The Education ReEnvisioned serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The Education ReEnvisioned values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The Education ReEnvisioned authorizes two schools at this time, one of them being Colorado Preparatory Academy.

Colorado Preparatory Academy (CPA) is a multi-district online program authorized under Education ReEnvisioned. CPA high school is in its sixth year of operation. The school currently enrolls students in grades 9–12. Currently, CPA has 518 high school students. Colorado Preparatory Academy high school has grown from 333 students, 459 students, and 518 students when reviewing the last three years of demographic data. The attendance rate has been at 90% the last two school years. The mobility rate went from 37.4%, 27.4%, and 31.1%. The students eligible for free and reduced lunch went from 40.7% to 29.7%. CPA high school has 9% of their students on IEPS and 41% of students are minority students. The school team consists of 1 principal, 16 teachers, 2 counselors, 1 college advisor and 2 advisors.

We are part of a national network of online high schools managed by K12, Inc. Our purpose is to create a world where online learning is delivering significant improvements to our educational system: helping to reduce the nation's high school dropout rate, bringing students back into public schools of choice, providing new opportunities for students, and helping prepare them for post-secondary education. The vision of CPA is to be a premier school in Colorado by supporting students in their journey to college. Our college readiness framework includes four areas of focus to provide students comprehensive guidance in key cognitive strategies, academic knowledge and skills, academic behaviors, and contextual skills and awareness necessary to be ready for the rigor of college-level work. We provide a high-quality alternative to the traditional classroom enabling elementary, middle, and high school aged learners to acquire the skills, content, and competencies necessary to live a productive life in the 21st century and post-secondary readiness.

The UIP planning process and data analysis is a continuation of the previous year's UIP strategies, includes data for the 2017-2018 school year, as well as STAR 360 assessment data from the fall of 2018, and a development of new improvement strategies for the 2018-2019 year. A broad representative group, to include school and district leaders and school staff, was involved in data analysis, root cause analysis, and improvement plan development.

CPA 2017-2018 data was analyzed for trends focusing on improvements and declines at the indicator and sub-indicator level. This data was presented to all faculty and staff in September 2018 with initial discussions on the priority performance challenges observed in the data. Additionally, staff and leadership analyzed fall benchmark data in both STAR 360 for all CPA students. At the November 2018 professional development, the staff reviewed the reflections on 2017-2018 data, priority performance challenges, and conducted a root cause analysis for each performance challenge. After a large staff discussion regarding the data and a root cause analysis, the faculty and staff were separated by departments to analyze different challenges such as online instruction for certain groups of students, student engagement, school culture, and growth/proficiency in writing, reading, and math. The leadership team then reviewed the root causes and challenges, compiled these into a unified plan, and then moved on to our improvement strategies and action steps. Once the root causes, strategies and actions were developed and verified, additional leadership meetings took place, with school, district, and state level leaders, to review the various pieces of the UIP and make additions or corrections.

Overall, the UIP was developed using a data-driven process, and in collaboration with the district, school leadership teams, and the school accountability committee. In

addition, the school leaders met with district leaders in December 2018 to ensure that the school UIP is in alignment with the Education ReEnvisioned and CPA Action Plan, a plan developed from district level school site visits and observations.

Course Participation and Achievement:

CPA offers advanced, honors, and general courses. When reviewing the English, History, and Science Advanced or honor courses we have 2% of our students enrolled in advanced courses and 98% enrolled in general courses. We don't have remedial courses at CPA. All schools use data to differentiate instruction and provide content to students based on student need. The English and Math courses adapt and differentiate based upon student performance on assessments with in the curriculum. Due to the small percentage of students enrolled in advanced or honors courses, there is not enough student data to review the differences in dis-aggregated groups and state achievement data by course level.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	Increase Academic Achievement in Science from the 42nd percentile rank to the 45th percentile rank.
Performance:	The CMAS science percentile rank was 62. The goal was met.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

The increase in academic achievement of science is related to our increase in professional learning communities. The science department meets as a team to discuss horizontal and vertical alignment. The team meets twice a month to share best practices and resources with each other. The team also writes SMART goals during the professional learning communities that focus on the state standards.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Increase math academic growth from 42.5 to 45.
Performance:	The median growth percentile rate in math was 41. The goal was not met.
Prior Year Target:	Increase the median growth percentile in reading from 41.5 to 45.
Performance:	The median growth percentile in ELA was 52.0. The goal was met.

**ACADEMIC
GROWTH
REFLECTION:**

The increase in ELA median growth percentile is based on the school quarterly deep dives. The English team meets with all departments and discusses the state standards students are struggling with in the curriculum. The ELA team provides strategies to the other staff members to use across the curriculum. The deep data analysis and continue focus on supporting students across all content areas has resulted in the improvement of academic growth.

During the math PLC team meetings, the math team determined that we needed to add additional courses to our catalog. This year we have added in developmental and continuing algebra based on the deep dive analysis of the math team.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target: Decrease drop out rate by 5% from 12.2% to 7.2%

Performance: The drop out rate was 9%. The goal was not met.

Prior Year Target: Increase graduation rate from 44.1% to 60%

Performance: The graduation increased to 50%. The goal was not met.

Prior Year Target: Increase high school matriculation from 50 to 55%.

Performance: The matriculation rate was 34%. The goal was not met.

Postsecondary and Workforce Readiness

Dropout

We realize we have a lot of work still to accomplish with these students, however we did show growth in this area. During the 2014-2015 the dropout rate was 22.3%, 12.2% in the 2015-2016 school year, and 9.0% in the 2016-2017 school year.

**POSTSECONDARY
& WORKFORCE
READINESS
REFLECTION:**

Matriculation

We saw a decrease in the matriculation rate from 50% to 34%. We are continuing to work on increasing the number of students taking concurrent enrollment. We are also seeking partnerships with colleges for career programs.

Graduation Adjustment (with consideration of the HSED adjustment)

We realize that we have a lot of work still to accomplish to improve our graduation rate but we did have an increase from 30.8% to 44.1% to

50%. We have implemented a graduation plan and graduation tracker where we can dig deep into each individual student data to determine if we are closing the gap toward graduation or if the gap is widening. The counselors meet with the students to review the graduation plans. The students also have access to review their graduation plans through the graduation plan tool.

Current Performance

- Review of Current Performance: In CPA's high school 2018 SPF, we have earned 53.6% of the possible points, with a rating of performance. Achievement had a rating of meets, Growth had a rating of Approaching and Postsecondary and Workforce Readiness indicators all have overall school ratings of Does Not Meet.

The PSAT/SAT reading and writing academic achievement met the state expectation. The ELA team presents quarterly deep dive data to the rest of the faculty on the standards that students are mastering and the standards that students are having difficulty with in the curriculum. The ELA team presents best practices and research based instructional strategies for the faculty to implement in their courses. The sharing of best practices has increased the reading performance of students.

The PSAT/SAT reading data was approaching in the subgroups of free/reduced lunch eligible and minority students. The student count was not adequate to disaggregate data for students with disabilities or English learners. This year all students are having individual student conferences to set goals for benchmark assessments and state assessments. We are also having required live classes for students that did not show adequate growth.

The PSAT/SAT math academic achievement approached state expectations. The math team determined that we needed to add additional courses to our catalog based on student need. This year we are offering developmental algebra and continuing algebra to build the foundational algebra skills for student success. The PSAT math data was approaching in the subgroups of free/reduced lunch eligible and minority students.

The CMAS science academic achievement met state expectations. The student count was not high enough to report the subgroup data.

When reviewing the academic growth of students, all students and students identified as free/reduced-price lunch eligible met state expectations. Minority students approached state expectations. The ELA team is continuing to review each individual student data and ensure the instructional model meets the needs of the students. We are having required live classes for students who have instructional levels below their peers. We are continuing to discuss ways to hold students accountable for attending the live class sessions. The student count was not high enough to report students with disabilities or English learners.

The CO PSAT/SAT math growth data was approaching. As stated above, one of the root causes was ensuring that we were providing the appropriate courses for students. We are offering additional algebra courses this year to support the math growth of students.

We did not meet expectations in postsecondary and workforce readiness in dropout, matriculation, and graduation. We have developed a graduation planning tool and graduation tracker that the students can use to track their status of graduation credits. We are continuing to seek solutions to create partnerships with industries to support students. When reviewing the dropout data, the reason for students leaving our school and not re-enrolling in another school is attendance. We are now having our school social worker reach out to families at day 9 of attendance concerns to discuss ways to remove barriers to missing school. We have also implemented truancy intervention plans at day 5 of missing attendance to provide additional wrap around support to the students.

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

PSAT/SAT Reading and Writing Growth median growth percentile increased from 41.5 to 52.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

High School graduation rates increased from 30.% to 44.1% to 50% from 2016 to 2018.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rates decreased from 22.3% to 12.2% to 9% from 2016 to 2018.



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

HS Matriculation increased from 40.9% to 50.0% to 34% from 2016 to 2018.

Root Causes



Priority Performance Challenge: High School Graduation Rates

High school graduation rates have increased by 13% between 2016 and 2017 and does not meet state requirements.



Root Cause: Lack of appropriate course placement

The school does not provide adequate training to course placement counselors.



Root Cause: Lack of proper credit deficiency identification

The school does not have a clear and consistent process in place to identify students that are at risk for credit deficiency.



Root Cause: Curriculum does not support students who lack foundational skills

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations



Priority Performance Challenge: High school dropout rates

High school drop out rates has decreased by 10% between 2016 and 2017 however it does not meet the state requirement.



Root Cause: Lack of clear expectations of mission, vision and school expectations.

The school does not provide clear expectations about the school's mission, vision and expectations upon enrollment.



Root Cause: Lack of policy to track students after they withdraw from CPA

The school does not have a consistent policy and tracking methods to identify where withdrawn students have gone to continue their high school education.



Priority Performance Challenge: High school matriculation

High school matriculation rates have increased by 9% between 2016 and 2017 and is approaching state requirements.



Root Cause: Lack of communication of post-secondary enrollment upon graduation

The school does not have a consistent policy to collect and document students' post-secondary plans after graduation.



Root Cause: Lack of communication of concurrent enrollment opportunities at enrollment

The school does not provide clear information about concurrent enrollment benefits for students and how it impacts their future educational plans.



Priority Performance Challenge: High School Academic Growth in Math

High school math PSAT and SAT median growth percentile is approaching state requirements.



Root Cause: Lack of differentiated instruction

The school does not provide small group interventions based on internal data to identify students' academic needs.



Root Cause: Lack of progress monitoring training to track intervention progress

The school does not provide adequate training on using progress monitoring tools and setting SMART goals for students.



Root Cause: Lack of appropriate course placement

The school does not provide adequate training to course placement counselors.



Root Cause: Curriculum does not support students who lack foundational skills

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations.



Priority Performance Challenge: High School Academic Growth in Math in Free/Reduced Lunch Eligible

High school PSAT/SAT is does not meet state requirements.



Root Cause: Curriculum does not support students who lack foundational skills

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations



Root Cause: Lack of progress monitoring training to track intervention progress

The school does not provide adequate training on using progress monitoring tools and setting SMART goals for students.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Graduation, Matriculation, and Dropout Rates. HS dropout, matriculation, and graduation rate are below state expectation. This is an area of focus for all staff and leadership.

Math academic growth is approaching state expectations. The math content team has determined that the students need additional support in algebra so we are offering developmental algebra and continuing algebra to address the student current levels.



Provide a rationale for how these Root Causes were selected and verified:



At our August Professional Development, school leaders and staff analyzed data from the previous school year to include: SPF 2017 data, 2017 SAT data as compared to previous years, 2017-2018 STAR data and trend data, and internal curricular data. Priority Performance challenge areas were identified at this time.

At the January Professional Development, the staff participated in a root cause analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies.

For all root causes at all school levels (K-12), we used a thorough root cause identification and verification process. With staff, we analyzed school and grade level data in all subject areas and identified our academic challenges through this analysis.

Once we identified our Priority Performance Challenges we had a discussion with staff regarding root causes to our challenges. We discussed root causes, grouped them together by theme, and then verified each root cause with our student data. The School Accountability Committee met in December to analyze school data, identify root causes, and offer recommendations to school improvement strategies and needed action steps.

Action Plans

Planning Form



Data Driven Instruction

What would success look like: The CPA high school staff and administration will continue to implement and improve upon a full data driven instructional model.

Associated Root Causes:

Insufficient and Inconsistent Implementation of Differentiated Instruction:



There is an insufficiency in differentiated instruction due to teacher lack of understanding on how to individualize instruction provided to students based on their academic data. Not all teachers are implementing instructional strategies to meet the individual needs of students.



Lack of progress monitoring training to track intervention progress:

The school does not provide adequate training on using progress monitoring tools and setting SMART goals for students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Leaders will collaborate with all staff (teachers and family academic support liaisons) to create a 2 week SMART goal and track progress on goal.	09/03/2019 05/29/2020 Monthly	Administrators and Teachers	
	Teachers will meet with school leaders twice per month to discuss their student data and create action steps and SMART goals based on the body of evidence.	09/03/2019 05/29/2020 Monthly	Administration and Teachers	
	Teachers will meet in PLC grade level and content team meetings twice per month to discuss reading and math goals as well as best practices for instructional strategies.	09/05/2019 05/29/2020 Weekly	PLC Teams	
	Implement student data meetings with students two times a year to discuss STAR data and create SMART goals.	09/30/2019 05/29/2020 Quarterly	Teachers	
	Teachers will use progress monitoring results during MTSS	09/30/2019 05/29/2020	Teachers and Administration	

Progress Monitoring meetings to inform next steps for student intervention. Weekly

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Reading and Math Goals	Teachers will collaborate to set reading and math goals for their targeted small group instruction during PLC meetings and Data Week Reviews.	09/05/2019 05/29/2020	BOY, MOY, and EOY STAR data and writing assessment and interim data.	Teacher PLC Teams and Administration	In Progress
 Unit Assessment Data	Teachers will analyze unit assessment data to determine learning gaps and student academic needs, and then adjust their instruction to address those needs.	09/05/2019 05/29/2020	DDI meeting template; course-specific unit assessment data	Teachers and Administration	In Progress
 Individualized Instruction	Teachers will use a universal screener to identify students in need of increased intervention in reading and math. Recurring small group support will address the skill gaps.	09/23/2019 05/29/2020	Universal screener; interim assessment results	Teachers and Administration	In Progress
 Student Data Meetings	Teachers will meet with students two times a year reviewing STAR, PSAT/SAT data, creating SMART goals to make 1 year of academic growth.	09/30/2019 05/29/2020	STAR data, PSAT/SAT data and Student Data Meeting template.	Teachers and Administration	

 **Student and Learning Coach Engagement**

What would success look like: CPA Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.

Associated Root Causes:



Lack of communication of concurrent enrollment opportunities at enrollment:

The school does not provide clear information about concurrent enrollment benefits for students and how it impacts their future educational plans.



Lack of appropriate course placement:

The school does not provide adequate training to course placement counselors.



Lack of policy to track students after they withdraw from CPA:

The school does not have a consistent policy and tracking methods to identify where withdrawn students have gone to continue their high school education.



Lack of clear expectations of mission, vision and school expectations.:

The school does not provide clear expectations about the school's mission, vision and expectations upon enrollment.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Orientation/ Onboarding Week	Clear expectations will be written into our parent handbooks for orientation and onboarding expectations with actions steps.	08/19/2019 05/29/2020 Weekly	CPA HS Staff and Family Academic Support Staff	
 Late Start Student Plan	Implement cohort start dates for student success.	08/19/2019 09/23/2019 Weekly	Administrators, Teachers, Counselors, Advisors, FAST team and Operations Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 FAST	CPA will continue to improve the Family Academic Support program to include objectives for increasing student engagement and to increase student retention at CPA.	08/19/2019 05/29/2020	FAST Support Team	FAST Team	
 Capturing Kids Hearts	CPA Staff and leaders will participate and complete a full Capturing Kids Hearts training, in collaboration with the Education reEnvisioned BOCES. The objective is to build positive and productive relationships among the staff and students.	08/19/2019 05/29/2020	Capturing Kids Hearts Process Champions staff members, Education reEnvisioned BOCES	Administration, staff, teachers	
 Strong Start	Prepare students for success in an online environment	08/19/2019 09/23/2020	Strong Start Plan with list of required items for the students to complete during the first two weeks of school.	FAST team, advisors, administration, teachers, counselors	



School and Community Culture

What would success look like: CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.

Associated Root Causes:

College Prep Mission:



College Prep Mission: CPA needs to continue to build on developing its college prep mission to offer students a variety of support to ensure they achieve their post-secondary education goals.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Strong Start Plan	FAST will create a Strong Start Plan for student support and success.	08/19/2019 05/29/2020 Monthly	Administration, FAST team and staff	Partially Met
 Week of Welcome Orientation	Each cohort of students will participate in a Week of Welcome orientation to ensure a strong start to school.	08/19/2019 09/16/2019 Weekly	Advisors, teachers, administration, counselors and FAST team.	
 Student of the Month	CPA High School team will nominate monthly students of the month to celebrate their successes.	09/03/2019 05/29/2020 Monthly	Administration, teachers, advisors, counselors	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 School Accountability Committee	The School Accountability Committee will provide feedback on the Unified Improvement Plan and student retention ideas.	08/19/2019 05/29/2020	SAC agendas and meetings	School Administration, SAC members, students, teachers and staff	In Progress
	Student expectations will be clearly defined and explained to	08/19/2019		School Administration,	



Effective Differentiated Instruction

What would success look like: CPA High School Staff will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.

Associated Root Causes:



Curriculum does not support students who lack foundational skills:

Curriculum provides review, but does not adequately support students who lack grade level foundational skills to prepare them for mastery of grade level expectations.



Insufficient and Inconsistent Implementation of Differentiated Instruction:

There is an insufficiency in differentiated instruction due to teacher lack of understanding on how to individualize instruction provided to students based on their academic data. Not all teachers are implementing instructional strategies to meet the individual needs of students.



Lack of Rigor in Instruction:

Student performance on tasks (assessments, live instruction, and written assignments) demonstrates lower levels of Depth of Knowledge/higher order thinking skills due to lack of high instructional expectations and rigor.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 4 Professional	Provide training and collaboration on reading instructional strategies and Blooms Taxonomy.	08/05/2019 05/29/2020	Administration and all staff	Partially Met

Development days		Quarterly			
	Quarterly Data Week Review	Math and English teachers review assessment and interim data to determine students' instructional needs to all staff.	08/19/2019 05/29/2020 Quarterly	Instructional Staff, Administration	Partially Met
	Professional Learning Communities	provide collaboration time to discuss implementation of differentiation in the curriculum and learning platform, grade level and content goal setting and planning to ensure academic growth.	08/19/2019 05/29/2020 Weekly	Instructional Staff, Administration	Partially Met
	Data Drive Instruction Meetings	Teachers will meet with principal or lead teacher to discuss implementation of Bloom's, assessment data, passing rates, small group and Class Connect attendance.	09/03/2019 05/29/2020 Weekly	Principal and Instructional Staff	Partially Met
	Small Group Progress Monitoring	instructional staff will progress monitor students to measure student growth.	09/30/2019 05/29/2020 Weekly	Instructional Staff	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Assessment Data, Progress Monitoring Data, Professional		



Teachers will use data to determine targeted instructional goals for small groups.

08/19/2019
05/29/2020

Development on Instructional Strategies, Professional Learning Community collaboration

Instructional Staff In Progress

Providing Targeted Small Group Instruction



Professional Development on Bloom's Taxonomy and Differentiation

Teachers will be trained and will collaborate on means to implement Bloom's Taxonomy and differentiation within their curriculum and learning platform.

08/19/2019
05/29/2020

Blooms Chart, Depth of Knowledge, Professional Learning Community for Collaboration, Instructional Coaches

Principals, Instructional Staff, and Instructional Coaches In Progress



Post Observation Meetings

Teachers will meet with principal monthly for a walk through and coaching following the post observation form and RANDA.

09/03/2019
05/29/2020

RANDA, post observation template

Administration and teachers

School Target Setting



Priority Performance Challenge : High School Graduation Rates



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase graduation rate from 50% to 55%.

2019-2020: Increase graduation rate from 55% to 65%.

INTERIM MEASURES FOR 2018-2019: Review of credits earned at end of each semester.



Priority Performance Challenge : High school dropout rates



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Decrease drop out rate from 9% to 5%.

2019-2020: Decrease drop out rate from 5% to 2%.

INTERIM MEASURES FOR 2018-2019: Monthly review of drop out tracker



Priority Performance Challenge : High school matriculation



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase from 34% to 44%.

2019-2020: Increase from 44% to 50%.

INTERIM MEASURES FOR 2018-2019: Concurrent enrollment and ICAP goal data reported at the end of each semester



Priority Performance Challenge : High School Academic Growth in Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 41 to 45.

2019-2020: Increase median growth percentile from 45 to 50.

INTERIM MEASURES FOR 2018-2019: Star 360 administered in August, December, and May.



Priority Performance Challenge : High School Academic Growth in Math in Free/Reduced Lunch Eligible



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase median growth percentile from 38 to 45.

2019-2020: Increase median growth percentile from 45 to 50.

INTERIM MEASURES FOR 2018-2019: Star 360 assessment administered in August, December, and May

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the [Quality Criteria](#). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

**Description of State
Accountability Requirements**

Recommended Location in UIP

Description of Requirement

Turnaround Plan Options.

Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.

Section IV: A description of the selected turnaround strategy in the Action Plan Form.

If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.

Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.

Provide name of Turnaround Partner:

School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.

Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.

School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.

Provide name of Management Contractor:

Charter Conversion. (For schools without a charter) The school has converted to a charter school.

Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.

School Closure.

Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

*Districts or schools selecting “Other” should consider that the turnaround strategy must be commensurate in magnitude to the district/school’s identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the [Quality Criteria](#). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP’s Action Plan form.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options.</p> <p>Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section</p>	<p><input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.</p> <p>Provide name of Turnaround Partner:</p> <p><input type="checkbox"/> School/District Management.The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.</p>

IV as well. Actions completed and currently underway should be included in the Action Plan form.

Provide name of Management Contractor:

- Charter Conversion.**(For schools without a charter) The school has converted to a charter school.
- Restructure Charter.**(For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.
- School Closure.**
- Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?



Colorado's Unified Improvement Plan for Schools

PIKES PEAK ONLINE SCHOOL UIP 2018-19 | **School:** PIKES PEAK ONLINE SCHOOL | **District:** EDUCATION REENVISIONED BOCES | **Org ID:** 9170 |
School ID: 6971 | **Framework:** AEC: Performance | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans
- Addenda

Executive Summary

If we...

POSTSECONDARY CONNECTION

Description:

Create a connection to postsecondary goals for students including course pathways, an internship/apprenticeship program and CTE/CE enrollment.



SCHOOL-WIDE READING INSTRUCTION

Description:

Provide school wide professional development for reading instruction across the curriculum.



GRADUATION PLANNING

Description:

Create a continuum of accommodated course sequences and credit recovery programming to meet the needs of diverse students.



ENGLISH SEQUENCE

Description:

Revamp English sequencing for students with an IEP in ELA to eliminate gaps in learning.



DROPOUT TRACKING

Description:

Create an efficient and accurate system to document where students go when they leave PPOS.



Then we will address...

LACK OF SCHOOLWIDE READING STRATEGIES

Description:

The school lacks a schoolwide program to teach reading across the curriculum.



LACK OF POSTSECONDARY CONNECTIONS

Description:

The school lacks intentional post secondary pathways that link high school work to post secondary goals.



LACK OF APPROPRIATE SEQUENCE FOR ELA INSTRUCTION

Description:

The school lacks a consistent appropriate course sequence for students on an IEP for ELA.



LACK OF ACCOMODATED GRADUATION PLANNING

Description:

The school lacks a continuum of graduation plans the meets the diverse needs of students on an IEP.



LACK OF DROP OUT TRACKING SYSTEM

Description:

The school lacks an efficient and accurate system to document where students enroll upon leaving PPOS.



Then we will change current trends for students

HS ELA GROWTH

Description:

English Language Arts growth (MGP 45) is continues to be lower than the state MGP of 50 as identified on SY1718 SAT/PSAT and our internal (Star 360, writing sample) data.



GRADUATION AND DROP OUT RATES

Description:

Graduation and Drop Out Rates continue to be an area of improvement for PPOS. Graduation rate is low (41.5%) even when calculated at our highest (6 years). This below the state four year rate of 80.7% and the six year rate of 85.6%. Our Drop Out rate has increased this year, from 15.3% to 20.1%, which is higher than the state drop out rate of 2.2%.



ATTENDANCE

Description:

Our attendance rate has improved from 76.3% to 75.8% but is still below the state attendance rate of 92.5%.



GRADUATION FOR STUDENTS WITH DISABILITIES

Description:

Since almost a quarter of the students at PPOS are students on an IEP therefore one performance challenge we have identified is our graduation rate for these students. Our graduation for this disaggregated population is at 35.5% when calculated at 5 year, which is below the state rate of 66.2%.



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

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Allison Oswandel

Mailing Street: 8601 Turnpike Drive # 100

Phone:(719) 209-3884

Name: Nicole Tiley

Mailing Street: 8601 Turnpike Drive, Suite 100

Phone:(307) 220-0545

Title: Principal

Mailing City / State/ Zip Code: Westminster CO 80031

Email: aoswandel@k12.com

Title: Head of School

Mailing City / State/ Zip Code: Westminster CO 80031

Email: ntiley@k12.com

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

The Education ReEnvisioned (formerly known as the Colorado Digital BOCES) authorizes multi-district online and blended contract schools through a Board of Cooperative Education Services that partners with school districts and institutions of higher education. Our partners are the Falcon School District 49, Durango School District 9-R, Creede School District and Pikes Peak Community College. The Education ReEnvisioned mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The Education ReEnvisioned serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The Education ReEnvisioned values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The Education ReEnvisioned authorizes two schools at this time, one of them being Pikes Peak Online School.

Pikes Peak Online School (PPOS) opened September 7th, 2015 serving grades 9-12 for students that live all over the state of Colorado. Currently we have 668 full time high school students. PPOS student enrollment has increased in the past three years from 536, 615, to 658 students. The students attendance rates went from 75.8% to 76.3%. The student mobility rate went from 51.4 to 44.3 to 36.1%. The student population for free/reduced lunch eligible is 36%. Minority students are 38% of the student population. The number of students on IEPs is at 22% and has increased in the last three years. Currently our student data shows that 75% of our students have come to Pikes Peak credit deficient toward their 4-year high school graduation data. Due to this, we have several unique programs to serve our students.

Pikes Peak Online School has 30 instructional staff including five special education specialists, one math interventionist, one ELA interventionist and one to serve our ELL students. Additionally, PPOS has six regional advisors, two social workers, two school psychologists, two attendance support staff, two academic counselors and a drop out prevention counselor. The support staff provides a robust wraparound support program designed to identify the unique needs of each student and provide the appropriate intervention to improve student success.

PPOS is a blended program, offering both full virtual options to students, as well as blended opportunities to receive instruction at sites along the front range. PPOS will provide an online program to learners who need more accountability and support in their learning experience. Students will be part of a unique learning environment best suited to overcome barriers and ensure they stay academically and socially engaged, graduate from high school and make a meaningful impact in their community. PPOS offers a powerful model for an effective public education that meets the unique needs of its students and families. PPOS is an innovative program providing individualized support and enhanced accountability. The school will utilize a tailored curriculum offering, targeted instruction by experienced teachers, extended support services and community partnerships to boost student achievement. The end result will be a high-quality, innovative and effective virtual education not offered by any other school in the state. Our curriculum offerings include both standard level high school courses, as well as full credit recovery catalog of offerings.

The PPOS UIP was developed using a data-driven process, in collaboration with the PPOS staff, the K12 school leadership team, the School Accountability Committee, and Education ReEnvisioned. The planning process includes an analysis of fall 2018 benchmark and curricular data, leading us toward implementation of improvement strategies for the 2018-2019 year. At our fall professional development, school leaders and staff analyzed data from the fall semester to include: STAR 360 Reading and Math data, as well as internal curricular data. Priority Performance challenge areas were identified at this time. At November PD, the staff participated in a root cause

analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies. The School Accountability Committee met in December 2018 to analyze the school data and to provide additional input toward our proposed school improvement strategies. The school leadership team finalized the UIP during the month of December, after meeting with the SAC and the Education ReEnvisioned prior to the submission to the State.

Course Participation and Achievement:

PPOS does not offer various levels of any one course. We do not offer advanced, honors courses, or remedial courses at PPOS.

What number and percent of students in the district/school enroll in courses of different levels of rigor (Enriched/Advanced, General or Basic/Remedial)?

All students enroll in the general course offering. We do not offer advanced. We offer remedial/foundation classes in math and ELA. All schools use data to differentiate instruction and provide content to students based on student need.

To what degree are course with different levels of rigor available (across grade levels and content areas)?

The English and Math courses adapt and differentiate based upon student performance on assessments within the curriculum.

Are differences in the level of student participation more rigorous courses evident by student disaggregated groups (e.g., by race, free-reduced lunch, gifted and talented, English learner, IEP)?

No, all students are enrolled in the general courses at PPOS.

Do student achievement results on state assessments differ by course? How?

No, the grade level State assessment data matches our course level data because all students are enrolled in the same level of course. Internally, we do analyze the state assessment data by course and teacher.

Do student achievement results on state assessments differ by course rigor level? How? No, we do not offer various rigor levels for our courses. All students are enrolled in the same rigor level courses.

In which courses do the greatest numbers of students demonstrate they have met state standards through their achievement on state assessments? Currently state assessment data is showing that our students are approaching state standards in reading and math.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	By the end of the school year, 40% of students will show proficiency in math.
Performance:	When reviewing the STAR performance data, 45% of students scored at grade level or higher on the EOY assessment. The goal was met.
Prior Year Target:	By the end of the school year, 35% of students will show proficiency in ELA.
Performance:	35% of the students scored at or above grade level in ELA. The goal was met.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION: When reviewing the academic performance of students on beginning of year assessment, the students in all grades had a starting mean scale below the 50th percentile. The students are beginning PPOS with deficiency in all academic areas. The STAR achievement goals were met in math and ELA. The administrators, teachers, and advisors discussed with students the importance of taking the STAR assessment. The school had over 95% of students take the assessment which was significantly higher than previous school years.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	By the end of the school year, 40% of students will show at least one year's growth in Reading as measured by Star 360.
Performance:	53% of the students met growth in reading as measured by STAR 360. The goal was met.
Prior Year Target:	By the end of the school year, 40% of students will show proficiency in math.
Performance:	51% of students showed one year's growth in math measured by STAR 360. The goal was met.

ACADEMIC GROWTH REFLECTION: PPOS focus for the 2017-2018 school year was on analyzing the interim assessment data and providing instructional strategies that could be implemented across all departments at the school based on student need. The quarterly data reviews and sharing of best practices to implement ELA and math instructional across all curriculum worked for the school to reach the growth goals in both ELA and math.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	We will improve our completion rate from 50.9% to 60.9%.
Performance:	The completion rate was 42.9%. The goal was not met.
Prior Year Target:	We will decrease our drop out rate from 12% to 8%.

Performance:

The drop out rate went from 16.7% to 15.3%. The goal was not met.

**POSTSECONDARY
& WORKFORCE
READINESS
REFLECTION:**

Pikes Peak Online School has a large percentage of students that enroll in the school that are credit deficient and behind in cohort. The counseling team creates individual graduation plans for each student to view and track their progress to graduation. The counseling team can also run reports to determine if the student's credit gap is widening or closing. The team adds additional credit recovery courses to students to help them reduce the credit deficiencies.

Pikes Peak Online school did not meet the drop out rate. Last year the school was working on providing a welcome week for students and requirements for them to complete to understand how to be a successful online student. The school also assigned regional advisors to support students to get back on track in their courses. We know we still need to focus on the drop out rate and we are continuing to provide wrap around support through our truancy officer, attendance clerk, and school social worker to help identify barriers for students attending school.

Current Performance

- Pikes Peak Online School is an AEC: Performance school. PPOS earned 61.54% of the points on the AEC school performance framework.

PPOS was approaching state expectation in academic achievement. The CMAS science and CO PSAT in ELA and math were meeting expectations. When reviewing the optional measures for academic achievement using the STAR assessment, PPOS was approaching in math and does not meet in reading. PPOS is continuing to work on holding students accountable for attending live classes with teachers. The teachers are also having student meetings to help the students understand the importance of the internal assessments. The teachers and students are working on setting goals for the STAR assessment.

PPOS scored a meets state expectation in academic growth. The state calculated growth measures were approaching in ELA and math. The star median growth percentile was meets expectations in math and reading. The STAR data is reviewed three times a year and the students individual live class sessions are created based on using STAR data and course information. Students who are struggling to show growth are required to attend additional live classes with their teachers to receive the adequate instruction that is needed to help and support them in mastering state standards.

The next area of the school performance framework is student engagement. PPOS scored an approaching in attendance and does not meet in truancy. PPOS is working to improve both the attendance and truancy ratings through the expelled and at risk student grant. PPOS was able to add an attendance clerk and social worker to provide additional support to the students. The students are now supported with a truancy intervention plan when they have 5 missed school days. This proactive approach allows for the students and truancy officer to discuss barriers and find solutions to support the student in attending school.

Under postsecondary and workforce readiness, PPOS meets standards. PPOS is continuing to work on the two areas of approaching which are completion rates

and dropout. PPOS has added a dropout counselor to the school team to provide additional support to students. The counselor provides wraparound services to students with the highest at risk indicators.

The number of credits that the students are earning each year to stay on track with their cohort year has increased from 47% in 2015-2016 school year to 66% in 2017-2018 school year.

Postsecondary & Workforce Readiness: Credit/course completion

School Year	Num	Den	Percent
15-16	116	249	0.47
16-17	173	343	0.50
17-18	291	441	0.66

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

PSAT/SAT Reading and Writing Growth Data: The median student growth percentile increased from 33.5 to 45.0. This trend is positive but still notable as we are still below the state MGP of 50. Internal Assessment Star Data: At the end of SY 1718 53% of students showed growth.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Graduation rate is at 18.3% for four years, with our highest at 41.5% at 6 years. This is up from our 6 year rate of 39.3% but is notable because we are still below the state rate of 80.7% at four years and 85.6% at six years.



Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

The dropout rate decreased from 16.7 to 15.3 and then increased to 20.1. This is a notable trend as we have seen an increase in dropout rate.



Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Student Engagement

Our attendance rate is increasing from 75.8% in SY1617 to 76.3% in SY1718 but is a notable trend since we are still below the state attendance rate of 92.5%

Root Causes



Priority Performance Challenge: HS ELA Growth

English Language Arts growth (MGP 45) continues to be lower than the state MGP of 50 as identified on SY1718 SAT/PSAT and our internal (Star 360, writing sample) data.



Root Cause: Lack of appropriate sequence for ELA instruction

The school lacks a consistent appropriate course sequence for students on an IEP for ELA.



Root Cause: Lack of schoolwide reading strategies

The school lacks a schoolwide program to teach reading across the curriculum.



Priority Performance Challenge: Graduation and Drop Out Rates

Graduation and Drop Out Rates continue to be an area of improvement for PPOS. Graduation rate is low (41.5%) even when calculated at our highest (6 years). This below the state four year rate of 80.7% and the six year rate of 85.6%. Our Drop Out rate has increased this year, from 15.3% to 20.1%, which is higher than the state drop out rate of 2.2%.



Root Cause: Lack of postsecondary connections

The school lacks intentional post secondary pathways that link high school work to post secondary goals.



Root Cause: Lack of Drop Out tracking system

The school lacks an efficient and accurate system to document where students enroll upon leaving PPOS.



Priority Performance Challenge: Attendance

Our attendance rate has improved from 76.3% to 75.8% but is still below the state attendance rate of 92.5%.



Root Cause: Lack of postsecondary connections

The school lacks intentional post secondary pathways that link high school work to post secondary goals.



Priority Performance Challenge: Graduation for Students with Disabilities

Since almost a quarter of the students at PPOS are students on an IEP therefore one performance challenge we have identified is our graduation rate for these students. Our graduation for this disaggregated population is at 35.5% when calculated at 5 year, which is below the state rate of 66.2%.



Root Cause: Lack of appropriate sequence for ELA instruction

The school lacks a consistent appropriate course sequence for students on an IEP for ELA.



Root Cause: Lack of accomodated graduation planning

The school lacks a continuum of graduation plans the meets the diverse needs of students on an IEP.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



1. Graduation and Dropout rates continue to be an area of challenge. The mission of Pikes Peak Online School is to provide an online program to learners who need more accountability and support in their learning experience. Based on this population we provide the following additional systems of support to reach the goal of graduation and reduction of drop out. We have hired regional high school advisors and a dropout counselor to help students stay on track for graduation.
2. Our ELA scores on STAR 360 and on our state assessments indicate a need for improvement in this area.

Provide a rationale for how these Root Causes were selected and verified:

1. Graduation and Dropout Rates, Attendance - School continues to work on strategic and intentional pathways for students to ensure post-secondary



readiness and to make connections between success in school and success in their future.

2. ELA growth continues to be lower than expected, both for the general education students and students on an IEP. School needs an "all hands on deck" approach to reading and writing instruction. Students on IEPs often utilize foundations courses for the first few years at PPOS and then are enrolled in American Literature or British Literature, with low success rates. There are identified gaps between the two sets of classes.

3. Attendance and engagement are integral to Alternate Education Campuses. PPOS students are still not attending at the level needed to be successful.

Action Plans

Planning Form



Postsecondary Connection

What would success look like: Create a connection to postsecondary goals for students including course pathways, an internship/apprenticeship program and CTE/CE enrollment.

Associated Root Causes:



Lack of postsecondary connections:

The school lacks intentional post secondary pathways that link high school work to post secondary goals.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Partnerships with CE/CTE programs	Work with community colleges to enroll students in appropriate programs	09/05/2017 05/31/2019 Monthly	teachers, administration	Partially Met



Create a course catalog aligned with career clusters

05/05/2019

04/01/2020

Counseling, admin

Partially Met

Quarterly

Course catalog



Build partnerships with community organizations

Work with local and state organizations to create student internship opportunities

08/05/2019

05/31/2021

counseling, admin, teachers

Partially Met

Monthly

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Community College Enrollment	Enroll students in CTE/CE programs throughout the state.	04/01/2019 05/31/2021	MOUs with Community Colleges	Administration, counselors, postsecondary committee	Not Started
 Update Course catalog	Using CTE clusters we will update catalog for alignment with appropriate pathways including CE/CTE courses, internship/apprenticeships, certificates, etc.	05/05/2019 05/31/2020	CTE clusters, courses	Counselors, admin	In Progress
 Create Community Partnerships	Connect and partner with the Division of Vocational Rehabilitation and the local Community Centered Board.	08/24/2019 06/02/2021		counselors, teachers, admins	



Administer assessments to students through Naviance.

10/01/2019
12/01/2019

Naviance

Counselors

Administer Career Assessment



Utilize student career assessments to identify potential pathways.

10/01/2019
06/01/2020

Naviance

counselors

Identify Career Pathways



School-wide reading instruction

What would success look like: Provide school wide professional development for reading instruction across the curriculum.

Associated Root Causes:



Lack of schoolwide reading strategies:

The school lacks a schoolwide program to teach reading across the curriculum.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development	Staff will receive professional development in teaching and implementing reading and writing strategies across the curriculum.	08/24/2019 05/28/2020 Monthly	Admin, Professional Development committee, teachers	
	Teachers will utilize and assess student learning of identified ELA	09/15/2019 06/07/2021	Teachers	

All school strategies	strategies in all subjects.	Weekly			
	Admin will conduct monthly class walkthroughs and provide feedback on ELA strategies.	09/15/2019 06/06/2021 Monthly	admin, teachers		
Classroom Observations					
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status
	Update walkthrough template to include ELA strategies	04/01/2019 05/29/2019		admin, teachers	
Classroom Walkthrough template					
	Professional Development Committee will identify a reading professional development and outline a monthly schedule to deliver and implement reading program with staff.	04/01/2019 06/01/2020	planning time and scheduling template, money	teachers, admin	
Identify, Plan and Implement Professional Development					
	Staff will receive continuous professional development for ELA instructional strategies.	08/25/2019 06/06/2021		admin, instructional coaches, teachers	
Professional Development					
	We will identify reading and writing strategies to be used in all classrooms.	08/25/2019 09/15/2019		admin, instructional	
All School					



Graduation Planning

What would success look like: Create a continuum of accommodated course sequences and credit recovery programming to meet the needs of diverse students.

Associated Root Causes:



Lack of accomodated graduation planning:

The school lacks a continuum of graduation plans the meets the diverse needs of students on an IEP.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Accomodated Credit Recovery	Revise credit recovery program to address needs of diverse student population.	04/01/2019 06/06/2020 Quarterly	teachers, counselors, admin	
 Use Graduation Planning tool	Create a 4-6 year plan to meet student needs.	04/02/2019 06/06/2020 Monthly	admin, counselors, teachers	
 Create Matrix	Create a matrix to identify student level of need.	04/28/2019 06/08/2020 Quarterly	counseling, teachers, admin	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
------	-------------	----------------	----------	---------------	--------



Evaluate Credit Recovery Options

Evaluate credit recovery courses and identify courses needing accommodations.

04/01/2019
06/02/2020

course list

counselors,
admin, teachers



Create Matrix

Create matrix to be used in identification of students needing alternate graduation plans.

04/01/2019
06/29/2020

admin,
counselors,
teachers



Accommodated Credit Recovery

Create a plan for accommodations within credit recovery program.

04/02/2019
06/02/2020



Graduation Tool

Meeting with students individually to determine best course for graduation and teaching students how to utilize the tool.

08/29/2019
06/01/2020

Graduation tool

Counselors



Use Matrix

Use matrix to identify students in need of alternate graduation plans.

09/07/2019
06/01/2020

matrix

counselors



English sequence

What would success look like: Revamp English sequencing for students with an IEP in ELA to eliminate gaps in learning.

Associated Root Causes:



Lack of appropriate sequence for ELA instruction:

The school lacks a consistent appropriate course sequence for students on an IEP for ELA.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Develop and implement new sequence	Counselors and special education teachers will evaluate ELA schedules for students with an IEP with reading and writing goals and make changes to ensure appropriate sequencing for each student.	09/30/2019 06/01/2021 Quarterly	counselors, teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Develop Sequence	Counselors and special education teachers will evaluate ELA schedules for students with an IEP with reading and writing goals and make changes to ensure appropriate sequencing for each student.	04/02/2019 06/01/2020			
 Training staff	Developing and providing training for staff in using grad plan tool to ensure appropriate ELA course sequencing for students on IEPs.	06/01/2019 06/01/2020	grad plan tool, time for PD	teachers, admin, counselors	



Dropout Tracking

What would success look like: Create an efficient and accurate system to document where students go when they leave PPOS.

Associated Root Causes:



Lack of Drop Out tracking system:

The school lacks an efficient and accurate system to document where students enroll upon leaving PPOS.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Develop tracking system	Develop a process to follow up with students who have withdrawn from PPOS.	04/01/2019 06/02/2021 Quarterly	admin, operations	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Develop process	Work with operations to develop a process to follow up with students who have left PPOS.	04/01/2019 08/31/2019		operations, admin	
 Implement Process	After process is developed, follow up on process monthly to ensure it is being implemented with fidelity.	09/01/2019 06/01/2020		admin	

School Target Setting



Priority Performance Challenge : HS ELA Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

2018-2019: By the end of the school year, 50% of students will show at least one year's growth in Reading as measured by Star

ANNUAL
PERFORMANCE
TARGETS

360..

2019-2020: By end of year 2020, 56% of students will show growth in ELA.

INTERIM MEASURES FOR 2018-2019: Beginning and middle of the year Star360 assessments.



Priority Performance Challenge : Graduation and Drop Out Rates



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Completion Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: We will improve our completion rate from 60.9% to 70.9%.

2019-2020: We will improve our best of graduation rate to 50% from the current 41.5%

INTERIM MEASURES FOR 2018-2019: Graduation tracker to monitor progress towards graduation in regular intervals throughout the year.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: We will decrease our drop out rate from 16.5% to 15%.

2019-2020: We will decrease our dropout rate from 20% to 15%.

INTERIM MEASURES FOR 2018-2019: Review of dropout tracker monthly.



Priority Performance Challenge : Attendance



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Will increase our attendance rate from 76.3% to 85%.

2019-2020: Will increase our attendance rate from 85% to 92.5%

INTERIM MEASURES FOR 2018-2019: Weekly attendance reports



Priority Performance Challenge : Graduation for Students with Disabilities



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Will increase our graduation rate for student with disabilities from 35.5% to 40%.

2019-2020: Will increase our graduations rate for students with disabilities from 40% to 50%.

INTERIM MEASURES FOR 2018-2019: Graduation tracker to monitor progress towards graduation in regular intervals throughout the year.

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the [Quality Criteria](#). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

**Description of State
Accountability Requirements**

Recommended Location in UIP

Description of Requirement

Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working

Turnaround Plan Options.

Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.

Section IV: A description of the selected turnaround strategy in the Action Plan Form.

If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.

with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.

Provide name of Turnaround Partner:

School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.

Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.

School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.

Provide name of Management Contractor:

Charter Conversion. (For schools without a charter) The school has converted to a charter school.

Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.

School Closure.

Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?

