COLORADO
Department of Education

Colorado's Unified Improvement Plan for Schools

Landmark Academy at Reunion UIP 2023-24 | **School:** Landmark Academy at Reunion | **District:** School District 27J | **Org ID:** 0040 | **School ID:** 4950 |
Framework: Performance Plan | **Draft UIP**

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Priority Performance Challenges

Root Cause

Major Improvement Strategies

- *Address lack of growth in math due to lack of math intervention.*

- Staff turnover and shortages

- Staff and student engagement and leadership development

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

Improvement Plan Information

Additional Information about the school

Landmark is a K-8 school focused on college readiness and moral focus. We are a Leader in Me school focused on developing students into leaders.

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Landmark Academy is in its 17th year since opening as a K-5th grade campus in the fall of 2007. Over the years, Landmark Academy has experienced increased enrollment with the addition of grades 6th, 7th, and 8th. Each year, an additional class was added - 6th grade in 2008, 7th grade in 2009, and 8th grade in 2010.

Landmark Academy is now serving 800 K-8th grade students during the 2023-2024 school year. Landmark Academy's student population is 49.5% female and 50.5% male. Enrollment by subgroups is: eligible for free or reduced lunch 13.1%, English language learners 5%, and special education 9.8%. The student population is 67.6% Caucasian/white, 23.3% Hispanic or Latino, 4% African American/black, 4% Asian, and 1.1% other.

According to the School Performance Framework, Landmark Academy is on a Performance Plan from 2022 to 2023.

Data trends show that our number of students with a significant reading deficit is increasing. Landmark is utilizing READ Act funds to support K-3 student reading

instruction with an academic reading specialist and use of From Phonics to Reading as a core phonics program in K-2 and Really Great Reading for an intervention program in K-3. Data also shows that math is a weaker area than reading, so in grades 3-8, our PLC data analysis process is focusing on student growth in math.

Prior Year Targets

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

Staff implemented DDI protocols for interim assessments. We did not see the growth we wanted, so this year we are implementing PLC and DDI protocols weekly.

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

Staff implemented DDI protocols for interim assessments. We did not see the growth we wanted, so this year we are implementing PLC and DDI protocols weekly.

Current Performance

- **2022/ 2023 School Performance Framework Data**

Landmark met the Academic Achievement Goal with 69.7% of points earned. However, Landmark is approaching the Academic Growth goal with 57.3% of points earned. We would like to focus on student academic growth this year.

2022 / 2023 School Performance Framework Data

The data referenced below for each data point is from the state assessment.

Median Growth Percentile in Elementary and Middle School

Elementary ELA-37 percentile

Elementary Math- 42.5 percentile

Middle School ELA-62 percentile

Middle School Math-42 percentile

Academic Achievement in Elementary and Middle School

3rd grade ELA- 45% met or exceed expectations

3rd grade Math-48% met or exceeded expectations

4th grade ELA-51% met or exceeded expectations

4th grade Math-38% met or exceeded expectations

5th grade ELA-58% met or exceeded expectations

5th grade Math- 42% met or exceeded expectations

6th grade ELA- 57% met or exceeded expectations

6th grade Math-36% met or exceeded expectations

7th grade ELA-69% met or exceeded expectations

7th grade Math- 30% met or exceeded expectations

8th grade ELA- 46% met or exceeded expectations

8th grade Math- 45% met or exceeded expectations

K-3 READ Act

Since implementing a K-3 academic reading specialist and providing targeted reading intervention using the Really Great Reading program, Landmark has decreased the number of students scoring in Red from the beginning of the year DIBELS benchmark by 9% from the beginning of the 18-19 to the end of the 18-19 school year. Students in red at the beginning of the 19-20 school year remained steady at 15% compared to 13% at the EOY 18-19 school year. However, during the pandemic, students were not evaluated in the 19-20 EOY end of year benchmark and the percent of students in the red increased to 24% at the beginning of the year 2021 DIBELS benchmark assessment. The percent of students in the red decreased from the 22-23 BOY to the EOY benchmark in grades K by 20%, 2nd by 7%, and 3rd by 8%. Students in the red in 1st grade increased by 5% from BOY to EOY 22-23. We will still continue to implement targeted reading intervention with the academic specialists and grade level PLCs to address these challenges.

Overall challenges

1. Teacher turnover.

2. New staff

Trend Analysis

Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

Student academic achievement in ELA for both elementary and middle school has increase in prior years and decreased slightly from 2022-2023. This is notable because while it has increased most years, the last year it decreased.

Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Student academic growth has decreased in math in both elementary and middle school from the 2019 to 2022 school year. This is a notable trend because it is declining. Middle school growth in math increased from the 2022 to 2023 school year, but elementary growth declined from the 2022 to 2023 school year.

Additional Trend Information:

Data Trend Analysis

Achievement:

Student achievement in ELA has increased from the 2019-2022 school year.

Student achievement in math has decreased in elementary from the 2019 to the 2023 school year, and increased in middle school from the 2019 to 2023 school year.

Growth:

Academic growth in math has decreased in elementary and increased in middle school from the 2019 to the 2023 school year.

Academic growth in ELA has decreased for both elementary and middle school from the 2019 to the 2023 school year.

This confirms the following root causes:

- The DDI protocol was not implemented consistently among grade levels and teacher turnover/staff shortages have contributed to this
- Rigor in K-8 literacy and math has not been a focal point for instructional staff
- Interventions have not been implemented for students in math due to a staff shortage

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Address lack of growth in math due to lack of math intervention.

Area of Focus: Math growth

Root Cause: Staff turnover and shortages

Staff turnover and teacher shortages caused us to not have consistent instruction in classrooms and intervention.

Magnitude of Performance Challenges and Rationale for Selection:

Priority Performance Challenges

The priority performance challenges are:

Student lack of growth in math due to lack of math intervention.

CMAS 2021 data for math indicated that there were holes in the learning for some math concepts and overall achievement levels were lower.

CMAS 2022 data for math indicated that student growth percentiles dropped from 2019-2022.

CMAS 2023 data for math indicated that student growth percentiles in elementary dropped from 2022-2023 and increased in middle school.

Magnitude of Root Causes and Rationale for Selection:

Math: Limited math intervention resources have created this root cause. We have had a math intervention position posted.

Action Plans

Planning Form

K-5 Growth in Math and English Language Arts

What will success look like: Success will be met when teachers and administrators consistently incorporate DDI protocols, focus on core instruction and Intervention strategies, and analyze data weekly in PLCs. Successful growth will be at or above the 50th percentile.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Interim assessment	Interim Assessment	11/03/2023 11/03/2023 Quarterly		In Progress

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Middle School Growth (Grades 6-8) in Math and English Language Arts

What will success look like: Success will be met when teachers and administrators consistently incorporate DDI protocols, focus on core instruction an d Intervention strategies, and analyze data in weekly PLCs. Successful growth will be at or above the 50th percentile.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Staff and student engagement and leadership development

What will success look like: Landmark Academy will engage staff and students through research-based strategies. Current staff and students will be retained at Landmark and this will be their school of choice.

Associated Root Causes:

Staff turnover and shortages:
Staff turnover and teacher shortages caused us to not have consistent instruction in classrooms and intervention.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

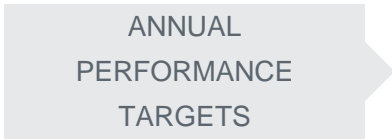| Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : Address lack of growth in math due to lack of math intervention.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2023-2024:** Students will score at or above the 50th percentile for median growth percentile.
	2024-2025: Students will score at or above the 50th percentile for median growth percentile.

INTERIM MEASURES FOR 2023-2024: Interim Assessments given 3 times per year.