

# Colorado's Unified Improvement Plan for Schools

Foundations Academy UIP 2023-24 | School: Foundations Academy | District: School District 27J | Org ID: 0040 | School ID: 2945 | Framework: Performance Plan | Draft UIP

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## Executive Summary



### Priority Performance Challenges

- *Implement PLCs with grade level teams*



### Root Cause

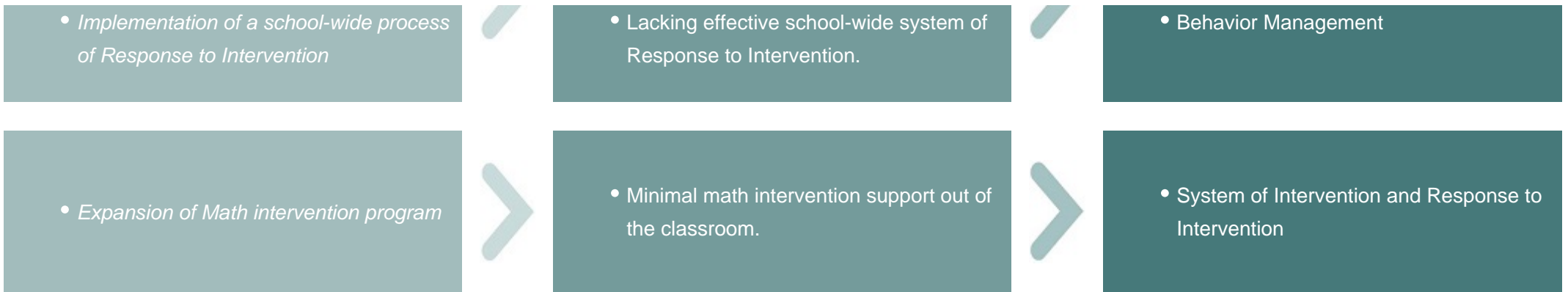
- Lacking frequent implementation of data driven instruction protocols.



### Major Improvement Strategies

- System of Intervention and Response to Intervention

- System of Intervention and Response to Intervention



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

## Improvement Plan Information

### Additional Information about the school

Foundations Academy is one of a hundred charter schools that are operated by National Heritage Academies headquartered in Grand Rapids, Michigan. We are authorized as a charter school in the State of Colorado by the 27J School District. Foundations is currently in its 14th year since opening in the Fall of 2010. Over the years, Foundations Academy has experienced increased enrollment with the addition of grades 6th, 7th, and 8th. Each year, an additional class was added - 6th grade in 2011, 7th grade in 2012, and 8th grade in 2013. Historically, Foundations Academy began with an enrollment of 420 K-5th grade students and is now with a special focus on parent engagement and satisfaction, Foundations Academy is successfully serving 769 students throughout the K-8 grades.

Foundations Academy continues to grow in its special populations. Currently, Foundations serves ninety-five students with special education status, eighty-four identified NEP/LEP students receiving English Language Learner services, and there's been an increase in ethnic minority students. We currently serve students that speak five different languages. Additionally, the student demographic data specific to socio-economic status indicates that roughly 36% of the student body is considered to be eligible for free or reduced lunch. The percentage of students qualifying for FRL continues to increase since the start of the school in 2010.

Foundations Academy, as part of NHA, has four encompassing pillars; Academic Excellence, Student Responsibility, Parental Partnership and Moral Focus. These pillars encompass our continued mission and vision for the school. Yearly, Foundations surveys all stakeholders. The results of the surveys are reflected in the focus of our UIP. Along with the influence of the surveys, and the foundational pillars of NHA, the staff is instrumental in the identified areas of concerns, and the writing of this plan that is aimed at overall school improvement.

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## Narrative on Data Analysis and Root Cause Identification

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

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## Prior Year Targets

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

Foundations initiated the work to build and implement a successful response to intervention system school-wide. While in the beginning phases of this initiative, we were successful in holding regularly scheduled meetings with wing-teams, to include special populations teachers, to review data of students well below benchmark, identify and implement interventions, and progress monitor student growth. Teachers were engaged in collaboration to provide suggestions for their teammates to implement with their students. We found that the meetings were too large and spanned across too many grade levels to be as effective as we wanted. Additionally, more focus needed to be placed on specific targeted interventions and appropriate and regular progress monitoring. This initiative will be continued this year and adjusted to better meet the needs of the teachers and their students.

DDI processes were implemented after each interim or benchmark assessment given, to include Interims (grades 3-8 in Reading and Math), Numeracy Assessment (K-2 Math) and DIBELS Next (K-3 Literacy). Certain grades and teams implemented DDI protocols after unit assessments, but not consistently across the school. This will be adjusted in the new year to include more regular data conversations within grade levels (K-5) and departments (6-8).

Foundations achieved a "meets" rating for academic achievement across all grades and for growth in the middle grades and an "approaching" rating for elementary growth. This indicates that further attention to student growth across grades and subjects needs to be given.

Professional development was provided for staff throughout the year around de-escalation strategies and our school-wide behavior management system. We initiated some PD on Love & Logic strategies, however did not get as far as hoped in the implementation for that professional development. While our discipline rating improved to a score of 69 on the Fall staff engagement survey, it fell back to 57 in the Spring. Further work around skill building with teacher and consistent implementation school-wide with discipline procedures is necessary to increase perceptions in this area.

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

To achieve our goals this year, Foundations' focus will be to implement weekly Professional Learning Community (PLC) meetings by grade level (K-5) and department (6-8). These meetings will have a planning and data focus and will be led by the deans. The intended outcome of these meetings will be to make data-driven decisions to adjust instruction based on regular student assessment results. By tightening this cycle of data driven instructional adjustments, we hope

to see growth in student learning, resulting in our new goals being met. Once monthly, these meetings will have an Rtl focus to discuss the students below the bottom quartile and design and implement intervention plans to support these students.

Additionally, Foundations administration will hard schedule time in staff meetings to re-start the work on teaching Love & Logic's 9 Essential Skills for the Classroom. These skills will be taught one or two at a time, implemented by teachers with feedback from deans, and reflected upon and discussed at wing meetings and staff meetings. With consistent focused attention on these skills and collaboration among the staff, we aim to provide a more positive learning environment for students and teachers, leading to less need for disciplinary referrals.

## Current Performance

- **Comparison of NWEA Data Fall 2022 to Fall 2023**

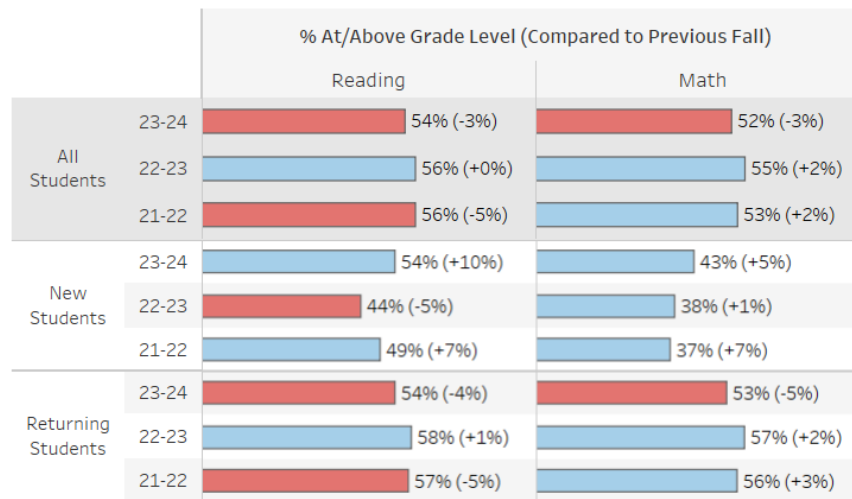
### NWEA Fall Achievement

The median RIT percentile\* shows the average achievement level within the school. Students scoring at or above the 50th percentile are considered at or above grade level.

		Reading		Math	
		Tested N Count	Median RIT %ile	Tested N Count	Median RIT %ile
All Students	23-24	523	52	522	51
	22-23	522	54	522	54
	21-22	496	55	497	52
New Students	23-24	69	54	69	40
	22-23	68	43	68	42
	21-22	69	45	70	42
Returning Students	23-24	454	52	453	51
	22-23	454	56	454	56
	21-22	427	56	427	54

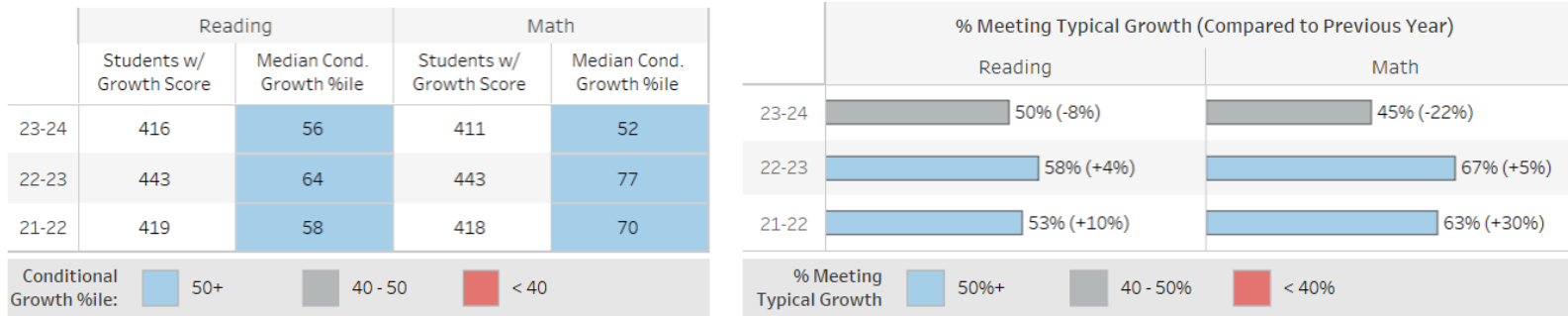
  

Median RIT Percentile:	<span style="background-color: #4F81BD; color: white; padding: 2px;">50+</span>	<span style="background-color: #808080; color: white; padding: 2px;">40 - 50</span>	<span style="background-color: #C00000; color: white; padding: 2px;">&lt; 40</span>
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## NWEA Fall-Fall Growth

The median growth percentile\* shows the average growth achieved within the school. Students scoring at or above the 50th percentile achieved at or above expected growth. Students meeting typical growth met or exceeded their individual growth goals, which are set by NWEA so that approximately 50% of students will meet their goals.



Yearly in the fall we give the NWEA MAP assessments in ELA and Math across grades K-8. This allows us to compare from fall to fall, but different cohorts of students. We are able to see if our data remains consistent from year to year, or are we making growth or declining. This particular report also breaks out new students from returning students so we can compare those populations to help us determine where to focus our efforts. In comparing our data from the fall of 2022 to this fall, we see a decline in the percentage of students at or above grade level for returning students and an increase in new students. This tells us that students coming in to Foundations this year are coming to us closer to grade level than the year before. It also shows that the students that we have less returning students at or above grade level than last year at the same time. We also see that our median growth percentile (the average growth achieved by students within the school) decreased by eight percentile points in Reading and 25 percentile points in Math. The percent of students meeting typical growth also decreased eight percent in Reading and 22 percent in Math. This shows that our students are not growing as much in a year as they did the year before and confirms a need to focus more on how our students are moving toward meeting learning targets more regularly throughout the year.

### Comparison of 22-23 Interim Data to 2023 Spring CMAS Data

\*\*\*\*\*Percent Met or Exceeded

	ELA 22-23 Interim #1	ELA 22-23 Interim #2	ELA CMAS Spring 2023	Math 22-23 Interim #1	Math 22-23 Interim #2	Math CMAS Spring 2023
3	50	45	43	54	40	46
4	38	54	47	31	25	23

5	35	56	43	41	34	36
6	34	48	42	17	26	36
7	39	41	45	37	32	27
8	55	38	46	65	58	44

\*Please note that interim assessments are not designed to be a growth assessment as they are assessing different skills on each test.

Outside of the CMAS assessments, our Interim assessments are what we work to align our instruction. We utilize the data as an indicator of how our students will perform on CMAS due to their alignment with state standards. The strategy of backwards planning is key to the alignment of instruction to the standards. Pacing is incredibly important as well to ensure we are teaching all standards that will ultimately be assessed on CMAS. We use a DDI protocol to analyze the data, so that we can then reteach those standards where students did not meet, and as a tool to practice assessment taking skills.

## Comparison of 2023 CMAS Data to District and State



## Foundations - 2022-23 District, Closest Schools, and State Comparisons

Grade	Subject	Foundations			School District 27J		Closest Schools		Colorado	
		2020-21	2021-22	2022-23	2022-23	+/-	2022-23	+/-	2022-23	+/-
3	ELA	50%	53%	43%	30%	+12%	22%	+21%	40%	+3%
	Math		43%	46%	34%	+13%	22%	+25%	40%	+6%
4	ELA		53%	47%	37%	+9%	32%	+15%	44%	+3%
	Math	30%	32%	23%	25%	-1%	15%	+8%	33%	-9%
5	ELA	40%	37%	43%	37%	+6%	32%	+11%	48%	-5%
	Math		40%	36%	29%	+7%	24%	+12%	36%	-1%
	SCIENCE			30%	24%	+6%	21%	+9%	34%	-4%
6	ELA		41%	42%	28%	+13%	10%	+31%	43%	-2%
	Math	30%	32%	36%	16%	+21%	6%	+31%	28%	+8%
7	ELA	58%	46%	45%	32%	+13%	26%	+19%	45%	+0%
	Math		28%	27%	15%	+12%	12%	+15%	26%	+1%
8	ELA		69%	46%	27%	+19%	8%	+38%	42%	+3%
	Math	48%	58%	44%	16%	+28%	4%	+40%	33%	+12%
	SCIENCE	26%		34%	17%	+17%	10%	+24%	31%	+2%
All	ELA	49%	49%	44%	32%	+12%	23%	+22%	44%	+0%
	Math	36%	38%	36%	23%	+13%	14%	+21%	33%	+3%
	SCIENCE	26%		32%	21%	+11%	16%	+15%	33%	-1%
All Grades and Subjects		41%	44%	39%	26%	+12%	18%	+21%	37%	+1%
Grades and Subjects Met or Exceeded		-	-	-	13 (93%)		14 (100%)		8 (57%)	

Percent Free or Reduced Lunch	18%	14%	25%	36%	--11%	47%	--22%	40%	--15%
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2022-23 Closest Schools: BROMLEY EAST CHARTER SCHOOL, MARY E PENNOCK ELEMENTARY SCHOOL, NORTHEAST ELEMENTARY SCHOOL, OVERLAND TRAIL MIDDLE SCHOOL, SOUTHEAST ELEMENTARY SCHOOL

We are pleased that throughout the challenges of COVID and the ensuing school years, our students have managed to score above the district and state averages in nearly every area. We see that 4th (Math), 5th (all subjects), and 6th grade (ELA) are an area of focus based on our comparison to the state.

### Comparison of EOY DIBELS Data 2022 to 2023

DIBELS Composite Score % Proficient	2022 EOY	2023 EOY
Kindergarten	69%	88%
1st Grade	51%	49%
2nd Grade	56%	71%

Early literacy data shows that Foundations has made growth in two of three grade levels from the 21-22 school year to the 22-23 school year. First grade is an area of focus as their proficiency results went down from year to year. We had an entirely new team of first grade teachers last year and they focused on learning the curriculum and began the process of responding to data. This year, we will continue the focus on providing quality instruction in the classroom and responding to data on a more regular cycle.

### Comparison of EOY Numeracy Data Fall 2022 to Spring 2023

Numeracy Assessment % Proficient	Fall 2022	Spring 2023
Kindergarten	91%	91%
1st Grade	40%	73%
2nd Grade	75%	74%

Early numeracy data shows that Foundations K-2 students grew from an average of 68% proficient in the Fall to 79% proficient in the Spring on early numeracy skills. First grade had tremendous growth from Fall to Spring while Kindergarten and second grade remained steady from BOY to EOY.

**Review of Performance Framework Data**

	2018/2019		2021/2022		2022-2023	
SPF	%Points Earned	Rating	% Points Earned	Rating	% Points Earned	Rating
Academic Achievement	68.4	Meets	66.1	Meets	64.6%	Meets
Academic Growth	71.4	Meets	73.8	Meets	56.0%	Approaching

	2018/2019		2021/22		2022/2023		
EMH Level	Performance Indicators	% Points Earned	Rating	%Points Earned	Rating	%Points Earned	Rating
Elementary	Achievement	59.1	Approaching	66.7	Meets	65.6	Meets
	Growth	48.1	Approaching	62.5	Meets	43.3	Approaching
Middle	Achievement	78.2	Meets	65.6	Meets	63.5	Meets
	Growth	98.9	Exceeds	87.5	Exceeds	69.8	Meets

Foundations has shown some growth in Elementary achievement, but has had inconsistent growth in Elementary grades and declining results in Middle School achievement and growth. This indicates a need to consider past practices and implement new practices to respond to assessment data more regularly and closely monitor progress of students throughout the school year.

### Priority performance challenge

The priority performance challenge at Foundations Academy is to increase academic achievement and growth at all levels. Achievement numbers are declining, causing growth to decline as well. If we increase achievement by 10% in both ELA and Math in grades K-8, our growth percentile will increase accordingly.

### Description of challenge

Last year we began to systematize our process of data driven instruction and identifying students who need additional supports and interventions. With a large turnover in teaching staff as well as administration, building consistency is difficult and we see that reflected in our results. We need to tighten our cycle of responding to classroom data as well as improve our response to intervention protocols and progress monitoring. Additionally, fidelity to our curricular tools and improving classroom instruction with a focus on student outcomes will be critical to our students' growth.

### Trend Analysis



**Trend Direction:** Increasing then decreasing

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

Mean scaled CMAS scores for middle school in Math has decreased overall from 2021 to 2023 (middle school: 2021 = 740, 2022 = 741, 2023 = 737). This is notable because achievement percentile has decreased as well, showing that we are declining more relative to other schools in the cohort. Mean scaled CMAS scores for elementary school in Math has increased and remained steady from 2021-2023 (elementary school: 2021 = 731, 2022 = 739, 2023 = 739) (Source: SPF)



**Trend Direction:** Decreasing

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

Mean scaled CMAS scores for all elementary and middle school in ELA has decreased from 2021 to 2023 (elementary: 2021 = 747, 2022 = 745, 2023 = 742); middle school: 2021 = 756, 2022 = 749, 2023 = 745). This is notable because achievement percentile has decreased in both as well, showing that we are declining more relative to other schools in the cohort. (Source: SPF)



**Trend Direction:** Increasing

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

Percent proficient on composite score on EOY DIBELS benchmark for grades K-2 have increased from 2021 to 2023 (2021 = 58%, 2022 = 59%, 2023 = 69%). This is notable because it shows an overall increase in student proficiency on early literacy skills since the COVID-19 pandemic.

### Additional Trend Information:

### Priority Performance Challenges and Root Causes



#### **Priority Performance Challenge: Implement PLCs with grade level teams**

Deans will meet with grade level teams to guide them through regular use of data driven protocols to examine effectiveness of instruction and adjust differentiated instruction on a regular cycle. This time can also be used to coach teachers on effective lesson preparation, examining student work, scoring calibration, and use of instructional strategies.



#### **Root Cause: Lacking frequent implementation of data driven instruction protocols.**

In the past, teams have only gone through a specific data driven instruction (DDI) protocol for interim assessments. This is not a frequent enough cycle of adjusting instruction, therefore the data is not being used as an effective driver of change in instruction.



#### **Priority Performance Challenge: Implementation of a school-wide process of Response to Intervention**

Foundations has not had a consistent process across grade levels K-8 to identify students with learning or behavioral challenges to support teachers in implementing interventions and tracking student growth as a result of those interventions. Last year we began implementation and this year we have made some adjustments to improve the implementation. The implementation of this process will be imperative to support teachers in identifying students that need this level of support and identifying the interventions that will support student learning as well as monitor their progress along the way.

#### **Root Cause: Lacking effective school-wide system of Response to Intervention.**



Foundations has not had a consistent and effective system of response to intervention in all grades for ELA, Math, and behavior. This has led to inconsistent support for students in and out of the classrooms in the areas in which they struggle.



### **Priority Performance Challenge: Expansion of Math intervention program**

Math data continues to show a gap in student learning and achievement. Due to the COVID-19 pandemic, it is showing that students have a large gap in math knowledge and skills which is impeding their growth. Expanding targeted intervention to grades 2-6 is intended to help reduce this gap and support students with foundational math skills as they move into the upper grades.



### **Root Cause: Minimal math intervention support out of the classroom.**

Foundations has had a systematic reading intervention program, but never one for math due to funding. Thanks to ESSER funding, Foundations was able to hire for a two-year math interventionist position. Last year this program served students in grades 3-5 and this year we will expand to grades 2-6.

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



While Foundations is rated as a performance school on the Schoolwide Performance Framework and Early literacy and numeracy assessments are trending positively, some of our performance scores have been declining for the last couple of years. This could be attributed to staff and leadership change over the last two years as well as inconsistent intervention across grades and subjects and a lack of response to intervention school-wide. It is clear that there is a need for focused attention on data driven adjustment of instruction on a more tight cycle than just with interim assessments. Using the PLC process weekly along with implementing RtI processes with grade level teams monthly should yield positive gains when implemented with fidelity and improved over time. Though the RtI initiative was implemented last year, there are some adjustments that need to be made to make the most effective use of the process. PLCs have not been in place at Foundations in the recent past and this focus on response to data, examining student work, lesson preparation, and effective instructional strategies will be critical to moving the dial on student data.

## **Magnitude of Root Causes and Rationale for Selection:**



All of these initiatives were implemented at a basic level last year. We were able to identify what was going well in addition to pain points and areas of improvement to adjust each practice and make some changes to improve upon what was started last year. By remaining consistent in our implementation of all three initiatives we will be able to stay focused on our goal of raising achievement by 10% in both ELA and Math. It made sense not to start all new initiatives and halt the progress that we were making as a staff to focus our efforts on data and student outcomes, which is why we chose to continue with these areas of focus with renewed effort.

## Action Plans

### Planning Form



#### System of Intervention and Response to Intervention

**What will success look like:** Foundations will implement weekly grade level (K-5) or department (6-8) PLC meetings for unit unpacking, lesson preparation, student work examination, data review, response to data planning, and Rtl to achieve our goals of 46% proficient or above in Math CMAS and 54% proficient or above in ELA CMAS, 65% of K-2 students meeting growth goals on DIBELS 8, and 85% of K-2 students proficient or above on numeracy assessment in the Spring.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** When systematic intervention using a research-based program supplements effective core instruction, students are more likely to make academic gains toward grade level benchmarks. Foundations has not had a school-wide system of response to intervention. It became increasingly apparent that the need for this type of system was necessary to ensure we are supporting all of our students and their many varied academic needs. Additionally, the use of the PLC process has been show to improve student achievement, enhance teacher collaboration, and increase teacher efficacy. Cohen, S. A. (1987). Instructional alignment: Searching for a magic bullet. Educational Researcher, 16(8), 16-20. Wilson (2016)

#### Strategy Category:

#### Associated Root Causes:



#### Lacking effective school-wide system of Response to Intervention.:

Foundations has not had a consistent and effective system of response to intervention in all grades for ELA, Math, and behavior. This has led to inconsistent support for students in and out of the classrooms in the areas in which they struggle.





**Lacking frequent implementation of data driven instruction protocols.:**

In the past, teams have only gone through a specific data driven instruction (DDI) protocol for interim assessments. This is not a frequent enough cycle of adjusting instruction, therefore the data is not being used as an effective driver of change in instruction.

**Minimal math intervention support out of the classroom.:**

Foundations has had a systematic reading intervention program, but never one for math due to funding. Thanks to ESSER funding, Foundations was able to hire for a two-year math interventionist position. Last year this program served students in grades 3-5 and this year we will expand to grades 2-6.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Core Instruction	Teachers will utilize Math and ELA core curricular tools and assessment program with fidelity. Deans will coach teachers to effective use of curricular tools and student engagement.	08/09/2023 05/22/2024 Weekly	grade-level teachers, deans	Partially Met
 Weekly PLCs	Deans will lead weekly PLCs with grade level teams (K-5) or departments (6-8) to unpack units, prepare for lessons, examine student work, review data, plan for data response, and discuss tiered student intervention plans.	08/09/2023 05/22/2024 Weekly	grade-level teachers, deans	
 Use of Assessment Data	Teachers will utilize formative and summative assessment data to reteach, intervene, and adjust instruction as necessary.	08/09/2023 05/22/2024 Weekly	grade-level teachers, deans	
 Intervention Expansion	Math intervention will expand from grades 3-5 to grades 2-6. Reading intervention will expand from K-4 to K-8.	08/09/2023 05/22/2024 Weekly	math and reading interventionists	





Track student progress on Interim assessments.

08/09/2023

05/22/2024

teachers, deans, principal

Quarterly

Data Tracking

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Core Instruction and Coaching	Teachers implement effective core instruction in Math and Reading using provided tools, including fidelity to digital tools. Deans observe and provide coaching to increase effectiveness of instruction, particularly surrounding student engagement.	08/09/2023 05/22/2024	Core curricular materials, coaching cycle	teachers, deans	
 Professional Learning Communities	Deans coach teachers through the PLC process using our common assessments (including bi-weekly quizzes, unit tests, and interim assessments), teachers and deans backward plan for instruction and use DDI protocols to analyze data and create a plan for adjusting instruction.	08/09/2023 05/22/2024	PLC plans, assessment data, lesson planning materials, student work	teachers, deans	
 Response to Intervention	Teachers bring forward and collaborate on concerns about students not making progress on assessments and implement interventions as determined by the Rtl team.	08/09/2023 05/22/2024	Interventions	teachers, deans, principal, school psychologist, interventionists, special education teachers	
 Systematic Intervention	Interventions for Reading and Math implemented school-wide with a focus on K-8 literacy and 2-6 math.	08/09/2023 05/22/2024	supplemental curricular programs	interventionists	



## Behavior Management

**What will success look like:** Foundations will implement professional development and ongoing support for staff in Love & Logic skills to decrease documented behavior events by 10%.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** When teachers are more effective at managing student behaviors, core classroom instruction will be more effective, leading to increased academic achievement and growth. Foundations teachers have expressed, on employee engagement survey results, the need for additional support in responding to unproductive student behaviors. Our parent survey also reflects a perception of parents that Foundations is not as consistent as it could be as a school in responding to student behaviors. Love and Logic was selected as one tool to help with this because when students feel respected, appreciated, and loved by their teachers, they are more motivated to learn and cause less disruption in the classroom.

### Strategy Category:

### Associated Root Causes:



#### Lacking effective school-wide system of Response to Intervention.:

Foundations has not had a consistent and effective system of response to intervention in all grades for ELA, Math, and behavior. This has led to inconsistent support for students in and out of the classrooms in the areas in which they struggle.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development	Specific PD is planned throughout the year to support teachers in classroom management, building relationships, and behavior intervention strategies (i.e. de-escalation strategies, Love & Logic, Rtl, collaboration with wing team, etc.)	08/10/2022 05/24/2023 Monthly	deans, principal, teacher leaders	
 Response to Intervention	Response to Intervention will be used to support teachers with implementing behavior interventions in their classroom.	08/10/2022 05/24/2023 Monthly	deans, teachers, principal, school psychologist	



Additional Resources

Administration and other staff will share additional resources to enhance teachers' knowledge and skills when dealing with unproductive student behaviors (articles, tips, etc.)

08/10/2022  
05/24/2023  
Quarterly

deans, principal, teacher leaders



Staff Surveys

Surveys will be given to staff to check in on how they are feeling about successfully managing student behaviors in their classroom and what support or ideas they need or have.

08/10/2022  
05/24/2023  
Quarterly

deans, principal

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Culture of Positivity

Teachers utilize Love & Logic skills taught in PD to create a positive classroom culture and staff create positive school culture throughout the building.

08/10/2022  
05/24/2023

Love & Logic

teacher trainer,  
deans, principal,  
teachers



Staff communication

Admin prioritize communication with staff around discipline philosophy and reasoning behind disciplinary choices, making connection with Love & Logic whenever possible.

08/10/2022  
05/24/2023

Behavior philosophy,  
discipline rationale

principal, deans



Wing collaboration

Build a collaborative feeling in wing meetings and RtI meetings to troubleshoot unproductive student behaviors and discuss how others respond.

08/10/2022  
05/24/2023

Wing meetings,  
behavior scenarios to discuss

deans, teachers



Teacher Collaboration

Provide space for collaboration around specific Love & Logic skills and strategies.

08/10/2022  
05/24/2023

Love & Logic

teacher trainer,  
deans, principal,  
teachers

## School Target Setting



### Priority Performance Challenge : Implement PLCs with grade level teams



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

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** 54% proficient or above on CMAS, 65% students making growth goal on DIBELS 8

**2024-2025:** 60% proficient or above on CMAS, 65% students making growth goal on DIBELS 8

**INTERIM MEASURES FOR 2023-2024:** 54% proficient or above on Interims, 65% students making growth goal on DIBELS 8 MOY



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

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** 46% proficient or above on CMAS, 85% proficient or above on EOY numeracy assessment

**2024-2025:** 50% proficient or above on CMAS, 85% proficient or above on EOY numeracy assessment

**INTERIM MEASURES FOR 2023-2024:** 46% proficient or above on Interims, 85% proficient or above on MOY numeracy assessment



### Priority Performance Challenge : Implementation of a school-wide process of Response to Intervention



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

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** 54% proficient or above on CMAS, 65% students making growth goal on DIBELS 8

**2024-2025:** 60% proficient or above on CMAS, 65% students making growth goal on DIBELS 8

**INTERIM MEASURES FOR 2023-2024:** 54% proficient or above on Interims, 65% students making growth goal on DIBELS 8 MOY



**Priority Performance Challenge : Expansion of Math intervention program**



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

**MEASURES / METRICS: M**

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** 46% proficient or above on CMAS, 85% proficient or above on EOY numeracy assessment

**2024-2025:** 50% proficient or above on CMAS, 85% proficient or above on EOY numeracy assessment

**INTERIM MEASURES FOR 2023-2024:** 46% proficient or above on Interims, 85% proficient or above on MOY numeracy assessment