Colorado's Unified Improvement Plan for Schools

Mountain View Academy UIP 2023-24 | **School:** Mountain View Academy | **District:** District 49 | **Org ID:** 1110 | **School ID:** 0467 | **Framework:** Performance Plan | **Draft UIP**

Table of Contents

Executive Summary

Priority Performance Challenges	Root Cause	Major Improvement Strategies
• CMAS minority groups academic growth	• Consistent Intervention	• Support Interventions
• K-3 Reading Proficiency	• Rigorous Instruction	• Increase Reading Proficiency K-3

• *MS CMAS Math Growth*   > • Rigorous math instruction   > • Continue Math Growth
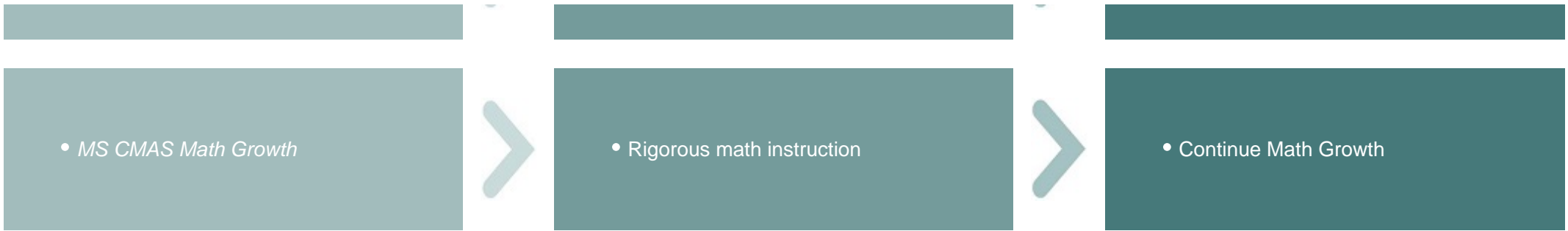
Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Mountain View Academy staff never set limits on how much your child can achieve. We shape instruction to build on the strengths and abilities of each child and make moral focus lessons part of every school day. To help each our student excel in academics and thrive socially emotionally, our staff offer research based curricula, rigorous instruction, and extracurricular educational opportunities.

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Mountain View Academy (MVA) delivers a strong K-8 education for all students marked by a rigorous curriculum aligned to Colorado standards, student-centered teaching, data driven instruction, a focus on college readiness, parent and community partnerships, and a safe, secure, and nurturing school environment. Our vision is to be a strong school and vibrant community institution that challenges students to reach their full potential in academic efforts and character development. Mountain View Academy exists to transform the lives of students and enrich communities by delivering high-quality educational choice to our families.

Fall 2023 enrollment is at 390 students. Mountain View Academy is an inclusive school that serves special populations that include Special Education, 504s, Gifted and Talented Education, English Language Services, and Reading Deficiencies. Students are assessed through NHA Interim tests (Grades 3-8), NHA common assessments (K-8), NWEA (K-8), CMAS (Grades 3-8), and DIBELS8 Reading (K-6). NHA Interims and common assessments are aligned to Colorado state standards and aligned to our scope and sequence with curricular tools. MVA offers a comprehensive character development in Grades K-8 through the Moral Focus curriculum.

On the Spring 2023 CMAS, 42.6 percent of MVA students met or exceeded grade level expectations on the English Language Arts (ELA). On the Math test, 35.1 percent of MVA students met or exceeded performance expectations. MVA staff set a goal to increase the percent of students who meet or exceed the performance expectation by 5 percentile points among grades 3-8 in both ELA and 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).

MVA students demonstrated significant growth on the 2023 Spring CMAS assessment. Middle school students met the achievement expectations and exceeded the growth expectations in both ELA and Math, surpassing all other schools in the district. Elementary students demonstrated substantial growth that met the state achievement and growth expectations. MVA staff are proud of our student performance. Yet, the prior year goals have not been met.

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

MVA staff with the input from the community will set clearly defined goals and specific metrics for progress monitoring that align to the state standards at each grade level. Concrete action steps will be put in place to support rigorous instruction, fidelity to the NHA curriculum, and responsive intervention. Staff members will

be assigned for each action step to hold MVA staff accountable for effective completion of the action steps. Simultaneously, the MVA leadership team that includes admin and team leaders will establish and record instructional systems to support the school improvement plan and to ensure its consistent implementation, even in the face of possible staff turnover.

Current Performance

- 1. **2023 Spring CMAS**

On the 2023 Spring CMAS, MVA students surpassed the percentage of D49 students who meet or exceed expectations for Math by at least 6 percentage points. On the ELA test, a slightly smaller number of MVA students meet or exceed performance expectations.

- MVA students demonstrated strong achievement and growth results in Math, compared to the state and District 49 results. More MVA students in 4th and 7th grades performed at meet or exceed levels, compared to the state and the district.
- On the ELA test, more MVA 3rd and 7th graders met or exceeded performance expectations, compared to District 49. In Grades 4, 5, and 6, a slightly smaller percentage of MVA students met or exceeded expectations, compared to the district.

Achievement:

ELA	State	District	Mountain View	Math	State	District	Mountain View
3	40.0%	38.4%	42.3%	3	40.4%	41.3%	38.5%
4	44.0%	43.9%	38.5%	4	33.0%	32.7%	44.7%
5	48.0%	49.0%	41.7%	5	36.5%	33.0%	37.5%
6	43.4%	43.6%	40.7%	6	28.2%	20.8%	n/a
7	45.0%	43.9%	55.9%	7	26.3%	20.4%	38.2%
Overall	43.7%	44.5%	42.6%		32.9%	29.5%	35.1%

Growth:

- Elementary student at MVA met academic growth expectations in both ELA and Math.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	53	52.0	6/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	32	39.5	.5/1	Approaching
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	53	61.0	6/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	32	58.0	.75/1	Meets
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL	TOTAL	*	*	13.25/18	Meets

- Middle school students at MVA exceeded academic growth expectations in both ELA and Math.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	60	69.0	8/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	35	64.0	.75/1	Meets
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	60	75.5	8/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	35	70.0	1/1	Exceeds
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL	TOTAL	*	*	17.75/18	Exceeds

CMAS proficiency over the three years:

Grade	Subject	2020-2021				2021-2022				2022-2023			
		N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient
3	ELA	8	44%			45	98%	23	51%	26	93%	11	42%
	Math					45	98%	22	49%	26	93%	10	38%
4	ELA					29	100%	12	41%	39	98%	15	38%
	Math	19	83%			29	100%	12	41%	38	95%	17	45%
5	ELA	8	44%			26	100%	8	31%	24	96%	10	42%
	Math					26	100%	5	19%	24	96%	9	38%
	Science									24	96%	8	33%
6	ELA					47	100%	26	55%	27	100%	11	41%
	Math					47	100%	15	32%	27	100%	7	26%
7	ELA					23	100%	7	30%	34	100%	19	56%
	Math					23	100%	3	13%	34	100%	13	38%
8	ELA									19	95%	6	32%
	Math									19	95%	3	16%
	Science									19	95%	5	26%
ALL	ELA	16	44%			170	100%	76	45%	169	97%	72	43%
	Math	19	83%			170	100%	57	34%	168	97%	59	35%
	Science									43	96%	13	30%

2. **DIBELS Benchmarking**

Grade K	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	63
	40(63%) 9(14%) 8(13%) 6(10%)	

Grade 1	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	63
	18(28%) 15(24%) 17(27%) 13(21%)	

Grade 2	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	59
	29(50%) 9(15%) 12(20%) 9(15%)	

Grade 3	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	45
	14(31%) 5(11%) 14(31%) 12(27%)	

Grade 4	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	30
	5(17%) 7(23%) 14(47%) 4(13%)	

Grade 5	Reference Data (Compare these results against a wider population)	
Mountain View Academy	23-24 BOY	31
	9(29%) 6(19%) 12(39%) 4(13%)	

3. Interim Tests 1 and 2

School year 22-23 Math and Reading Interim tests 1 and 2 (leading to the CMAS)

| | Percent at or Above 3.0 (Tested N Count) | | | |
| | Language Arts | | Mathematics | |
Grade	Interim 1	Interim 2	Interim 1	Interim 2
3	61% (28)	59% (27)	39% (28)	48% (27)
4	34% (44)	68% (41)	53% (43)	68% (41)
5	29% (28)	46% (26)	26% (27)	36% (25)
6	25% (28)	59% (27)	7% (29)	22% (27)
7	47% (30)	34% (35)	41% (29)	43% (35)
8	24% (21)	14% (21)	52% (21)	52% (21)
All Grades	37% (179)	49% (177)	37% (177)	47% (176)

Trend Analysis

Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

Minority students tend to perform slightly lower, compared to non minority students. Non minority elementary students also showed a more significant growth from SY21-22 to SY22-23. It is not a notable trend for the data move only within about 2 percentage points.

Trend Direction: Increasing

Performance Indicator Target: Academic Growth

Middle school students demonstrated a notable growth in Math on CMAS in the Spring of 2023, increasing growth by 11 percentile points (2022 = 58 MGP; 2023 = 69 MGP). This is a notable trend because it is increasing to exceed the state expectation.

Additional Trend Information:

Due to the limited data, it is hard to identify a trend. Mountain View Academy enters its 4th year of operations. The MVA students scores remain stable. As the school grows, specific demographic groups with low number of students (IEP and ELL plans) do not report the data to protect students' privacy.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: CMAS minority groups academic growth

On CMAS, students from minority groups did not meet both academic growth expectations on the ELA test.

Area of Focus: ELA growth

Root Cause: Consistent Intervention

Intervention practices lack consistency in implementation. Intervention schedule is disrupted on many occasions.

Root Cause Category: Intervention Systems

Priority Performance Challenge: K-3 Reading Proficiency

DIBELS 8 Fall 23 benchmarking results reveal deficiencies in basic reading skills. The following percent of students did not meet the grade level expectation for reading skills: Kindergarten: 62% 1st: 29% 2nd: 50% 3rd: 31%

Area of Focus: Early literacy

Root Cause: Rigorous Instruction

Inconsistent implementation of instructional practices and alignment to the NHA curriculum across the building. Teacher turnover demands rigorous onboarding and ongoing support throughout the school year.

Priority Performance Challenge: MS CMAS Math Growth

Mountain View Academy middle school students demonstrated notable median growth percentile, exceeding the state expectation (Grade 6 = 78 MGP; Grade 7 = 69 MGP). This presents the challenge of continuing this growth, extending students' math skills.

Area of Focus: Math growth

Root Cause: Rigorous math instruction

Consistent and rigorous instructional practices are used during the math block, aligned to the scope and sequence of the NHA math curriculum and progress monitored on a regular basis. Data analysis empowered teachers to differentiate instruction to challenge students at their level.

Root Cause Category: Instruction

Magnitude of Performance Challenges and Rationale for Selection:

Without historical trends to analyze, MVA leaders and stakeholders analyzed current performance data to inform our Action Plan and Short Cycle Goals. MVA Data Driven Instruction process will support teachers to identify and implement the personalized instruction needed to meet learning gaps of individual students. MVA staff will continue the work to improve student performance to meet the goals set by our MVA School Board goals.

Therefore, MVA staff remain steadfastly focused on improving performance in reading and math proficiency through consistent work to build the capacity of our staff to provide high quality data driven instruction practices and implementing NHA curriculum and assessment portfolio as a predicted measurement for student success on CMAS. Monthly cadence of meetings focuses on data analysis, lesson planning, progress monitoring, and feedback. To meet the needs of all our students, intervention will be a priority for teacher teams, provided by classroom teachers and enhanced by the MVA intervention team.

Magnitude of Root Causes and Rationale for Selection:

During the team leaders meetings, academic and attendance data were analyzed for trends. MVA staff discussed possible root causes and created a list of practices for the current school year. The school academic data were shared with the School Accountability Committee (SAC) for parent comments. With the input from the MVA teacher leadership team and parents on the School Accountability Committee, the MVA admin team identified strengths and needs from the previous year. As a result, it was noted that consistent implementation of the curriculum with fidelity and rigorous progress monitoring was essential to ensure effective instruction for all demographic groups. Instruction and interventions were often disrupted, staff turnover added extra pressure on the administration and veteran teachers to provide necessary supports and trainings to onboard new staff.

MVA Staff goal for 2023-2024 is focused on consistent planning with scope and sequence with curricular tools and supported with frequent progress monitoring process that will inform data driven instruction, addressing the real time learning needs of our scholars. Biweekly, teachers and school leaders will review student assessment data reports to monitor progress and verify implementation of data informed instruction. Intervention time will be protected from disruptions.

MVA staff strives to provide a supporting and rigorous learning environment to all students. With the Board guidance, the school aims not only to meet, but

exceed, the state performance and growth expectation.

Action Plans

Planning Form

Increase Reading Proficiency K-3

What will success look like: With consistent support through PLCs and the Dean feedback, all K-3 grade teachers will implement phonics program with fidelity and efficiently respond to DIBELS 8 data analysis to address individual student needs. Classroom teachers will provide First, Best Instruction and differentiation to meet the needs of the students at Tier 1 level. Effective and rigorous interventions will be delivered to students with consistency and based on the regular progress monitoring. The end goal is to increase reading proficiency and meet the benchmark of 70% K-3 on EOY.

Describe the research/evidence base supporting the strategy and why it is a good fit: The implementation of science based reading curricula, such as Really Great Reading and Heggerty, as well as the NHA ELA curriculum on a consistent basis should support student reading skills acquisition. Intervention should address reading gaps.

Strategy Category: Research-based Instructional Practices

Associated Root Causes:

Rigorous Instruction:
Inconsistent implementation of instructional practices and alignment to the NHA curriculum across the building. Teacher turnover demands rigorous onboarding and ongoing support throughout the school year.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Dean Coaching	Dean will provide modeling and coaching on the use of Heggerty with fidelity in every classroom.	09/04/2023 12/15/2023 Monthly	Paradis	

READ Act Practices	All K-3 grade teachers will implement reading strategies that meet requirements under the READ Act.	09/07/2023 06/02/2024 Monthly	Paradis	
Really Great Reading	All interventionists will effectively use the new reading curriculum Really Great Reading.	09/25/2023 05/24/2024 Quarterly	Paradis, Brunton	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
READ Act training	All K-3 grade teachers will meet the training requirements under the READ Act by the end of SY23-24.	09/05/2023 05/03/2024	CDE training	Paradis	
Feedback Calibration	The admin team will calibrate instructional feedback for reading instruction.	09/15/2023 05/03/2024	NHA Coaching Form; ELA key levers; NHA C&I team	Brunton	

Continue Math Growth

What will success look like: By improving teacher practices to follow NHA curriculum scope and sequence to align instructional pace with assessment calendar, students will be engaged as learners with focused instructional strategy. Teachers will meet regularly with teams and leaders to analyze data and adjust instruction to meet students' learning gaps. Fidelity to implementation of NHA portfolio will be evidenced in 80% implementation of common assessments and interims: which includes formative assessments, weekly quiz checks, unit and chapter tests.

Describe the research/evidence base supporting the strategy and why it is a good fit: National Heritage Academies curriculum is researched based with clear pacing guides, scope and sequence and a portfolio of assessments. Our staff has support from NHA Curriculum and Instruction team and Information and Analytics team

that will support our strategy implementation through professional development and school instructional rounds. Positive CMAS results challenge MVA staff to provide learning extensions to continue the growth.

Strategy Category: Data Analysis & Reflection Practices

Associated Root Causes:

Rigorous math instruction:
Consistent and rigorous instructional practices are used during the math block, aligned to the scope and sequence of the NHA math curriculum and progress monitored on a regular basis. Data analysis empowered teachers to differentiate instruction to challenge students at their level.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Math Key Levers	All 4-8 grade teachers will identify at least one key lever to intentionally improve classroom math instruction and grow as a math teacher. Teachers will adjust their instructional practices based on the feedback from the NHA math support team.	09/04/2023 10/13/2023 Weekly	Lewis	
Growth Feedback	The dean will provide actionable feedback to all 4-8 grade teachers on the effective implementation of the math curriculum and will progress monitor student outcomes through a rigorous data analysis with the purpose to adjust instruction as needed.	09/04/2023 04/26/2024 Monthly	Lewis	
Differentiation	MVA staff will plan and implement rigorous individualized math instruction during the math workshop on a daily basis.	09/19/2023 05/24/2024 Weekly	Lewis	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	The NHA math support team will visit MVA to provide feedback	08/22/2023	NHA curriculum,	Lewis, Brunton	

NHA Math Team	and guidance on moving forward.	05/03/2024	NHA C&I	
Feedback Calibration	The MVA admin team will calibrate math instruction feedback to ensure consistency and rigor.	09/15/2023 05/03/2024	NHA coaching form; NHA math key levers	Brunton

 Support Interventions

What will success look like: The intervention schedule is followed in a timely and consistent manner daily across the building. Intervention time is utilized to its full capacity with teachers and interventionists collaborating. Student learning is progress monitored, and data informs grouping. Students take ownership of their learning and enjoy reading.

Describe the research/evidence base supporting the strategy and why it is a good fit: Intentional interventions implemented with fidelity support the needs of students from different backgrounds. Systems and structures allow organizations to ensure equity and consistency in implementation, leading to positive results.

Strategy Category: Research-based Instructional Practices

Associated Root Causes:

 Consistent Intervention:
Intervention practices lack consistency in implementation. Intervention schedule is disrupted on many occasions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Intervention Schedule	An intervention schedule will be created and implemented based on student reading data. The groups will be adjusted based on the data every 6-7 weeks.	09/05/2023 05/03/2024 Monthly	Paradis	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Really Great Reading	All interventionists will be trained in the new reading curriculum Really Great Reading.	09/05/2023 09/22/2023	RGR training	Paradis, Brunton	

School Target Setting

Priority Performance Challenge : CMAS minority groups academic growth

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2023-2024: By the end of SY23-24, at least 40% of our K-3 grade students from minority groups will meet or exceed the performance expectation on DIBELS EOY.

2024-2025: By the end of SY24-25, at least 55% of our K-3 grade students from minority groups will meet or exceed the performance expectation on DIBELS EOY.

INTERIM MEASURES FOR 2023-2024: By December 2023, at least 30% of our K-3 grade students from minority groups will meet or exceed the performance expectation on DIBELS MOY.

Priority Performance Challenge : K-3 Reading Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2023-2024:** By the end of SY23-24, at least 40% of our K-3 grade students will meet or exceed the performance expectation on DIBELS EOY.
	2024-2025: By the end of SY24-25, at least 55% of our K-3 grade students will meet or exceed the performance expectation on DIBELS EOY.

INTERIM MEASURES FOR 2023-2024: By December 2023, at least 30% of our K-3 grade students will meet or exceed the performance expectation on DIBELS MOY.

Priority Performance Challenge : MS CMAS Math Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2023-2024:** On the Spring 24 CMAS, middle school students will maintain the MGP =75 on the math section of the test.
	2024-2025: On the Spring 25 CMAS, middle school students will reach the MGP =80 on the math section of the test.

INTERIM MEASURES FOR 2023-2024: On the math section of the Interim 2 test in SY 23-24, students in Grades 4-8 will demonstrate sufficient growth to reach the MGP goal of 80 on the 2025 CMAS test.