



Colorado's Unified Improvement Plan for Schools

Mountain View Academy UIP 2022-23 | School: Mountain View Academy | District: District 49 | Org ID: 1110 | School ID: 0467 | Framework: Pending | Draft UIP

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Executive Summary



Priority Performance Challenges

- *On DIBELS, 3rd grade did not meet EOY 80% proficiency benchmark*

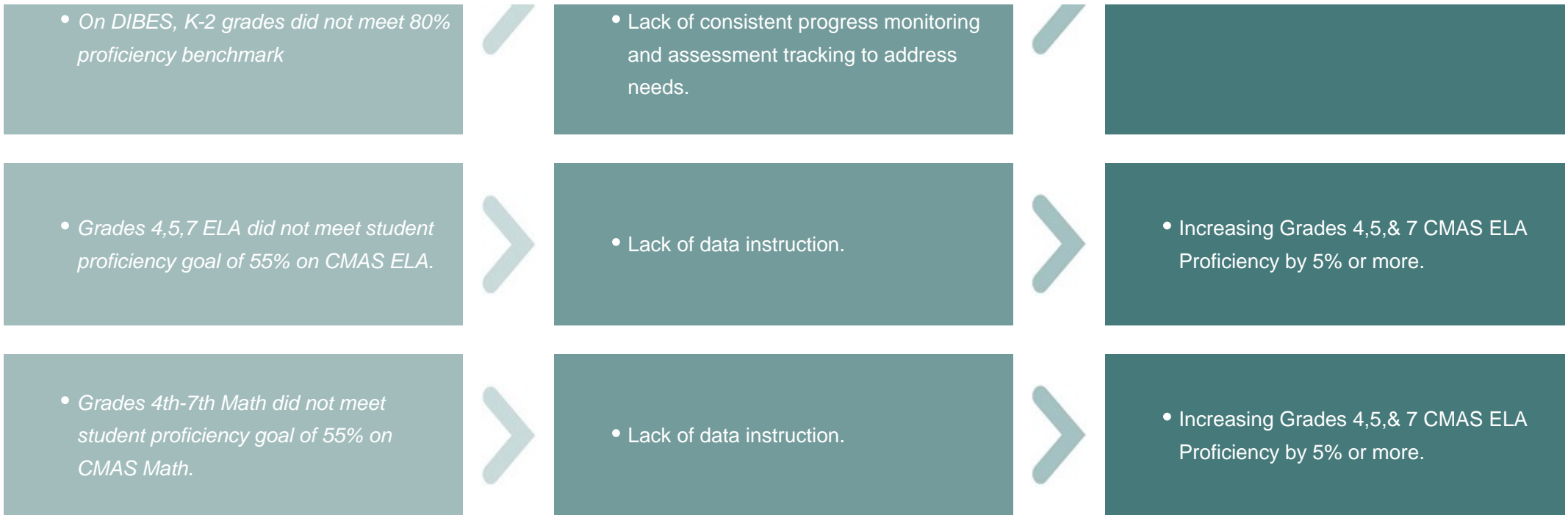


Root Cause

- Lack of consistent progress monitoring and assessment tracking to address needs.



Major Improvement Strategies



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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: Amanda Ortiz

Mailing Street: 2103 Meadowbrook Parkway

Phone:(719) 339-0914

Name: Jessica Huston

Mailing Street:

Phone:(719) 623-4116

Title: Principal

Mailing City / State/ Zip Code: Colorado Springs Colorado 80951

Email: 112.aortiz@nhaschools.com

Title: K-3 Instructional Dean

Mailing City / State/ Zip Code:

Email: 112.jhuston@nhaschools.com

Name: Kim Blair

Mailing Street: 2103 Meadowbrooke Parkway

Phone:(719) 623-4116

Name: Mary Beth Paradis

Mailing Street: 2103 Meadowbrooke Parkway

Phone:(719) 623-4116

Title: Middle School Dean

Mailing City / State/ Zip Code: Colorado Springs CO 80951

Email: 112.kblair@nhaschools.com

Title: 3-5 Dean

Mailing City / State/ Zip Code: Colorado Springs CO 80951

Email: 112.mparadis@nhaschools.com

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Mountain View Academy school mission is to deliver 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 families.

Fall 2022 current enrollment is 400 students. We are an inclusive school that serves special populations that include Special Education, 504s, Gifted and Talented Education, English Language Services and Reading Deficiencies. We assess students through NHA Interims (3-8), NHA Common assessments (K-8), NWEA (K-8), CMAS and Acadience Reading (K-5). NHA interims and common assessments are aligned to Colorado state standards and aligned to our scope and sequence with curricular tools.

Going into year three, we will be shifting the focus from NWEA to CMAS as a benchmark target for student achievement. Spring 2022 CMAS, overall proficiency in ELA was 45% and in Math it was 34%. Spring 2023 goal CMAS would be to a 5% increase among grades 3-7 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).

1. Implementation of common assessment and interims.

2021-2022 School year teachers implemented with a rate of student participation of 65% on NHA common assessments and participation of 85% on

interims. MVA has a goal of 80% implementation rate per semester on common assessments and interims to increase student proficiency performance on CMAS.

2. Increase Math/Reading Proficiency

MVA students will surpass the percentage of D49 students who meet or exceed expectations on the CMAS exam for ELA and Math by at least 7 percentage points

| ELA | State | District | Mountain | | Math | State | District | Mountain | |
|---------|-------|----------|----------|--|------|-------|----------|----------|--|
| | | | View | | | | | View | |
| 3 | 41% | 45% | 51% | | 3 | 39% | 41% | 49% | |
| 4 | 44% | 43% | 41% | | 4 | 31% | 29% | 41% | |
| 5 | 45% | 48% | 31% | | 5 | 35% | 31% | 19% | |
| 6 | 43% | 51% | 55% | | 6 | 26% | 23% | 32% | |
| 7 | 42% | 45% | 30% | | 7 | 25% | 20% | 13% | |
| Overall | | 46% | 45% | | | | 29% | 34% | |

4. NWEA (Fall and Spring) – 4th and 5th Grade

21-22 --> 50% or more of students achieved academic proficiency

| | 4 th Grade | | 5 th Grade | | Overall | |
|--------|-----------------------|------|-----------------------|------|---------|------|
| | ELA | Math | ELA | Math | ELA | Math |
| Fall | 50% | 43% | 42% | 29% | 46% | 37% |
| Spring | 50% | 59% | 46% | 43% | 48% | 52% |

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

Evaluation of our performance last year helps us set goals for this year. We have multiple measures to assess student progress; however our response to data is lacking. There is opportunity to improve teachers' skills in using data to plan instruction. In grades 3-8, MVA will continue implementation of NHA Interim I and II to

prepare for improving CMAS 2023 results; because the interims are aligned to Colorado standards. Mountain View Academy will create proficiency goals to a specific percentage point increase on DIBELS for 2022-2023 goals K-3; to provide clarity on our end goal for achievement. Teachers will receive professional development to improve their skills in data driven instructional planning and analysis. Specifically, professional learning will include learning about sub scores, how to identify students not making progress towards proficiency, how to analyze interim reports, how to formatively assess progress over time, and how to use data to inform planning for workshop and interventions.

DIBELS benchmarking – 3rd Grade

21-22 --> 80% of students will meet benchmark or above on overall composite score (31/46 = 67%)

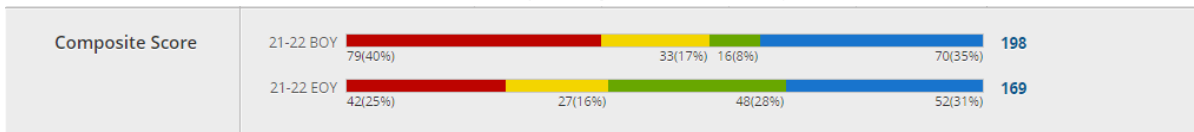


DIBELS (EOY) – K-2

21-22 --> 25 percentage point increase from BOY with students proficient or above on EOY benchmark

BOY --> 86/198 = 43%

EOY --> 100/169 = 59% (16% point increase)



Current Performance

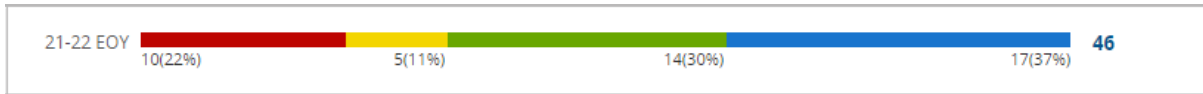
- 1. MVA students will surpass the percentage of D49 students who meet or exceed expectations on the CMAS for ELA and Math by at least 7 percentage points.
 - MVA had 0 grades meet the goal of out performing D49 students by at least 7% points in ELA, however 3rd and 6th did surpass district performance in ELA.
 - MVA had 3 grades, 3rd, 4th, and 6th meet or exceed expectations on CMAS in Math by at least 7% points.

| ELA | State | District | Mountain View | | Math | State | District | Mountain View | |
|-----|-------|----------|---------------|------|------|-------|----------|---------------|------|
| | | | View | View | | | | View | View |
| 3 | 41% | 45% | 51% | | 3 | 39% | 41% | 49% | |
| 4 | 44% | 43% | 41% | | 4 | 31% | 29% | 41% | |

| | | | | | | | |
|---------|-----|-----|-----|---|-----|-----|-----|
| 5 | 45% | 48% | 31% | 5 | 35% | 31% | 19% |
| 6 | 43% | 51% | 55% | 6 | 26% | 23% | 32% |
| 7 | 42% | 45% | 30% | 7 | 25% | 20% | 13% |
| Overall | 46% | 45% | | | 29% | | 34% |

2. DIBELS benchmarking – 3rd Grade (67% scored on grade level or higher)

The goal for 21-22 --> 80% of students will meet benchmark or above on overall composite score .

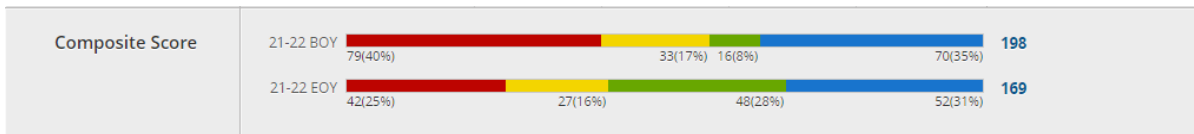


DIBELS (EOY) – K-2

The goal for 21-22 --> 80% of students will meet benchmark or above on overall composite score

BOY --> 86/198 = 43%

EOY --> 100/169 = 59% (16% point increase)



3. Interim 1 and 2 goal of 50% of students will perform at a 3.0 or higher on interim 1 math assessments.

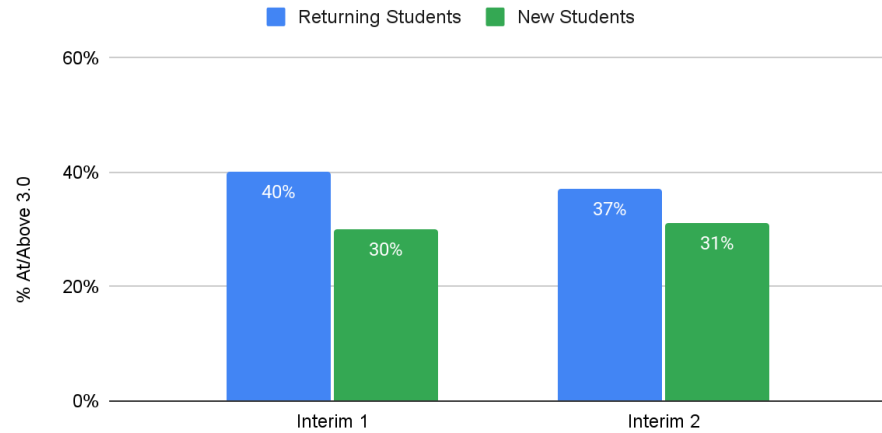
Current Performance:

Math and Reading Interim 1 and 2

Percent of Students At or Above 3.0

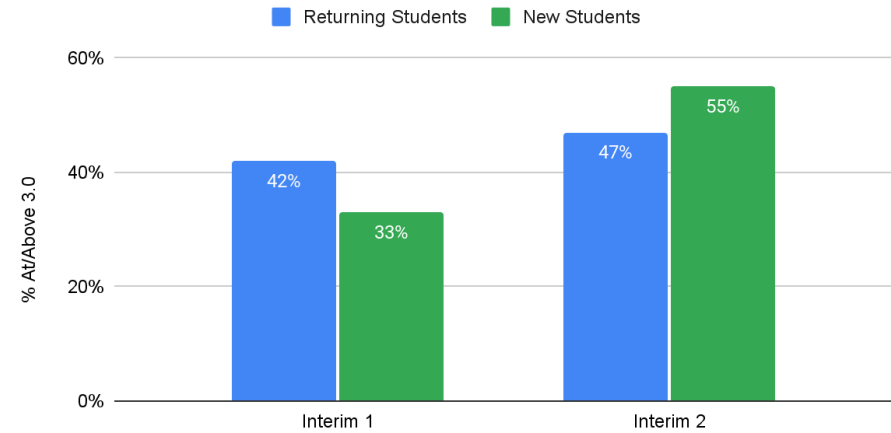
Math Interims

Grades 3-7



Reading Interims

Grades 3-7



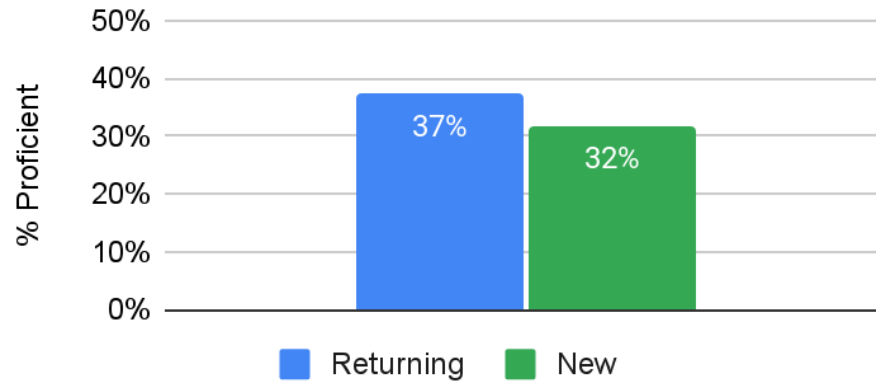
Reflections on Interim performance:

- Students in grades 3-7 returning to Mountain View outperformed their peers in math and in reading on interim 1 and in math on interim 2.
- The percent of students new to Mountain View that scored a 3.0 or above increased by 22 percentage points from interim 1 to interim 2 in ELA.

4. Percent of Students Proficient on CMAS

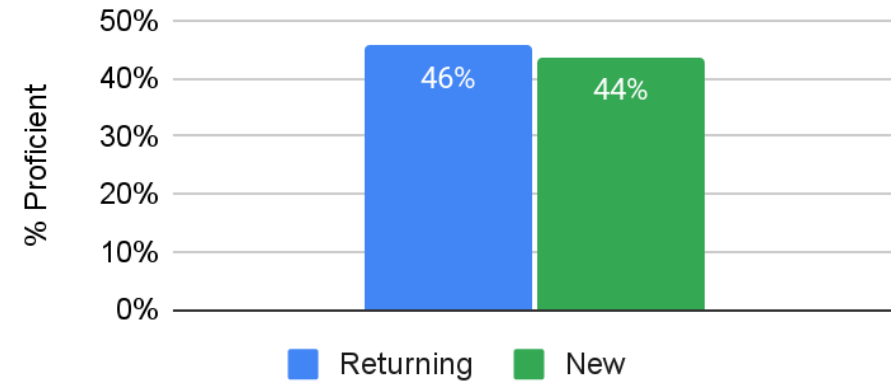
Math State Assessment

Proficiency Grades 3-7



ELA State Assessment

Proficiency Grades 3-7



Reflections on CMAS Performance:

- Returning students outperform their peers on the state test in both math and ELA

Additional Trend Information:

We are just starting year 3 of operations, so Mountain View Academy does not have any historical 3 year trends to analyze yet.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: On DIBELS, 3rd grade did not meet EOY 80% proficiency benchmark

DIBELS benchmarking – 3rd Grade 21-22 --> 67% of students met benchmark or above on overall composite score; therefore did not meet 80% goal.



Root Cause: Lack of consistent progress monitoring and assessment tracking to address needs.

Inconsistent teachers' practices to analyze data weekly/monthly to identify trends and then to plan for instruction adjustments to meet students learning gaps. Lack of consistent progress monitoring and assessment tracking to predict achievement and differentiate instruction accordingly. Teachers focused more on composite score(s) versus sub skills which created gaps in instruction that often times went unaddressed.



Priority Performance Challenge: On DIBES, K-2 grades did not meet 80% proficiency benchmark

MVA K-2 21-22--- 59% of students met benchmark or above on overall composite score; therefore did not meet 80% goal.



Root Cause: Lack of consistent progress monitoring and assessment tracking to address needs.

Inconsistent teachers' practices to analyze data weekly/monthly to identify trends and then to plan for instruction adjustments to meet students learning gaps. Lack of consistent progress monitoring and assessment tracking to predict achievement and differentiate instruction accordingly. Teachers focused more on composite score(s) versus sub skills which created gaps in instruction that often times went unaddressed.



Priority Performance Challenge: Grades 4,5,7 ELA did not meet student proficiency goal of 55% on CMAS ELA.

Mountain View Academy 4th graders scored 41.4%; 5th graders scored 30.8%; 7th graders scored 30.4%.



Root Cause: Lack of data instruction.

Inconsistent use of NHA common assessments aligned to the scope and sequence of NHA curriculum. This led to the teachers' lack of practice using data to inform and differentiate instruction.



Priority Performance Challenge: Grades 4th-7th Math did not meet student proficiency goal of 55% on CMAS Math.

Mountain View Academy 4th graders scored 41.4%; 5th graders scored 19.2%; 6th graders scored 31.9%; 7th graders scored 13%.



Root Cause: Lack of data instruction.

Inconsistent use of NHA common assessments aligned to the scope and sequence of NHA curriculum. This led to the teachers' lack of practice using data to inform and differentiate 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. Beginning of the year benchmark data will reveal where our students performance is when we start school this Fall 2022. MVA Data Driven Instruction process will support teachers to identify and implement the personalized instruction needed to meet learning gaps of individual students. We will continue our work to improve student performance to meet the goals set by our MVA School Board goals.

Therefore, we 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 focused on data analysis, lesson planning, progress monitoring, and intervention will be a priority of teacher teams.

Magnitude of Root Causes and Rationale for Selection:



As MVA school leadership analyzed common assessments, content area unit tests, and level of progress monitoring it was noted that there were several gaps in implementation of administering assessments/unit tests, progress monitoring and adjusting instruction as necessary. Often times if students missed an assessment/test or progress monitoring they did not require students to make up the test. School leadership noted that the gaps were created early in the year despite the schedule and scope and sequencing teachers were guided to use. MVA Staff goal for 2022-2023 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. Monthly, teachers and school leaders will review student assessment data reports to monitor progress and verify implementation of data informed instruction.

Action Plans

Planning Form



Increase Reading Proficiency K-3

What will success look like: By improving teacher practice to implement phonics program with fidelity to use of tools and improving teacher skills to respond to data with consistent data analysis practices Our end goal is to increase reading proficiency and meet the benchmark of 80% K-3 on EOY.

Describe the research/evidence base supporting the strategy and why it is a good fit: Implementation of Phonics-to-Reading, Haggerty, and NHA ELA curriculum.

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 |
|------|-------------|----------------|----------|---------------|--------|
|------|-------------|----------------|----------|---------------|--------|



Increasing Grades 4,5,& 7 CMAS ELA Proficiency by 5% or more.

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 also 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.

Associated Root Causes:



Lack of data instruction.:

Inconsistent use of NHA common assessments aligned to the scope and sequence of NHA curriculum. This led to the teachers' lack of practice using data to inform and differentiate instruction.

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 |
|------|-------------|----------------|----------|---------------|--------|
|------|-------------|----------------|----------|---------------|--------|



Increasing Grades 4,5,6, 7 CMAS Math Proficiency of 55% or higher

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 also 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.

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 |

School Target Setting



Priority Performance Challenge : On DIBELS, 3rd grade did not meet EOY 80% proficiency benchmark



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | 2022-2023: |
|----------------------------|--|
| | The goal for CMAS is to have 55% of our students achieve academic proficiency in reading (DIBELS). |
| | 2023-2024: |

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : On DIBES, K-2 grades did not meet 80% proficiency benchmark



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | 2022-2023: |
|----------------------------|--|
| | 80% of students will meet benchmark or above on overall composite score. |
| | 2023-2024: |

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Grades 4,5,7 ELA did not meet student proficiency goal of 55% on CMAS ELA.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Grades 4th-8th students will score 3 or higher on Interim I and Interim II in order to achieve at least 55% proficiency of students in grades 4th-8th in ELA and Math.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Grades 4th-7th Math did not meet student proficiency goal of 55% on CMAS Math.
