



Colorado's Unified Improvement Plan for Schools

SUPERIOR ELEMENTARY SCHOOL UIP 2018-19 | **School:** SUPERIOR ELEMENTARY SCHOOL | **District:** BOULDER VALLEY RE 2 | **Org ID:** 0480 |
School ID: 8418 | **Framework:** Performance Plan: Meets 95% Participation |

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Executive Summary

If We...

ASSESSMENT COMMUNICATION

Description:

Schools will communicate consistently about assessment



SUPERIOR ES MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Description:

Each school will develop the skills, structures and alignment of resources within their building to successfully implement MTSS with students.



SUPERIOR ES DATA-BASED PROBLEM SOLVING AND DECISION MAKING



SUPERIOR ES LITERACY INSTRUCTIONAL PRACTICES



Then we will address...

INCONSISTENT INSTRUCTIONAL PRACTICES ACROSS CLASSROOMS IN LITERACY

Description:

Inadequate differentiation of instruction to address the needs of a wide variety of learners in literacy



Then we will change current trends for students

LITERACY

Description:

As we review our school-wide i-Ready data, it clearly shows the need to focus on research based reading instruction and strategies that are based upon assessment results. Our data clearly reveals the variability of instruction and instructional practices K-5. As we move from kindergarten to 5th grade the gap in reading at grade level and meeting the end of the year goals, has become wider, therefore showing a larger number of students not performing at grade level or meeting the end of the years goals.



GROWTH

Description:

We have a large number of students making progress and performing at grade level in all content areas, but after further review of our data, we are finding that students who are performing at grade level are not always making a full one year's growth by the end of the year.



ENGLISH LANGUAGE DEVELOPMENT

Description:

While students are making growth in learning the English language, writing for all of these students continues to be an area of low growth. Our overall average writing score was 2.88 on the ACCESS Assessment. This is still an area in need of improvement.



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

Improvement Plan Information

Additional Information about the School

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Superior Elementary School is in the Boulder Valley School District. The school's data was reviewed by Staff members, Team Leaders and SAC Committee Members. As a high performing school that exceeded all performance indicators in previous years, denoted by the School Performance Framework, analysis of data becomes an essential component of our current and continued improvement process. This year we again reviewed our Reading Assessment (i-Ready), fall to spring, data of students who met the End of Year Grade Level Target, CMAS data for grades 3,4 and 5, and individual student ACCESS data for students who are learning English. However, because we have so few English Language Learners, we do not have overall data available. For our students entering 4th and 5th grades our programming for math is differentiated beyond the general education classroom. We meet the needs of advanced mathematical learners through differentiation, extension, enrichment, acceleration, and advanced instruction.

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: Improve 5 percentage points from 735.2 to 740.2 on Mean Scale Score in ELA CMAS for Students with Disabilities.

Performance: Students with Disabilities scored a Mean Scale Score in ELA CMAS 2018 742.1 - meeting our goal

Prior Year Target: 94.9% of students will meet the end of year reading goal according to our K-3 i-Ready Data

Performance: 88% of students met the end of year reading goal according to our K-3 i-Ready Data

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION: As we review our end of the year i-Ready data, it clearly shows the need to focus on research based reading instruction and strategies that are based upon assessment results. Our data clearly reveals the variability of instruction and instructional practices K-5. As we move from kindergarten to 5th grade the gap in reading at grade level and meeting the end of the year goals, has become wider, therefore showing a larger number of students not performing at grade level or meeting the end of the years goals by 5th grade.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target: Improve 5 percentage points from 59.5 to 64.5 on Median Growth Percentile in ELA CMAS for All Students

Performance: All Students on the CMAS ELA Median Growth Percentile scale scored 59.0. We did not meet our goal, in fact we declined .5%

Prior Year Target: Improve 5 percentage points from 90% to 95% on K-3 i-Ready Goal Tracking for All Students

Performance: At the end of the year/spring assessment window for our i-Ready only 88% of All Students, K-3 met the end of year goal. Again, we have declined in our overall growth goal.

ACADEMIC GROWTH REFLECTION: Teachers need to be providing specific and targeted reading instruction to all students. There is a lack of purposeful use of data to create small reading/skill groups. Teachers need to identify and teach to the specific skills that students are lacking according to their reading data. These guided reading groups need to be flexible and fluid based on student needs.

Current Performance

- In the area of academic achievement and academic growth we received a rating of Exceeds earning 91.8 points out of 100. Our participation rate improved this year, meeting the 95% requirement.

In the area of academic achievement, CMAS English Language Arts, all students (231) earned 8 out of 8 pts., receiving a rating of exceeds. Students with Disabilities (23) earned 0.75 out of 1 pt. receiving a rating of meets. This was a focus area for us last year as our rating was approaching in Language Arts. CMAS Math, academic achievement, all students (231) received 8 out of 8 pts., also receiving a rating of exceeds. Students with Disabilities (24) again earned .075 out of 1 pt. receiving a rating of meets.

In the area of academic growth, CMAS English Language Arts, all students (155) earned 6 out of 8 pts. receiving a rating of meets. CMAS Math, all students (139) earned 8 out of 8 pts. receiving a rating of exceeds. Students with Disabilities in both English Language Arts and Math were not reported due to having less than 20 participate.

Trend Analysis



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

State Assessment results over the last several years indicate that Superior Elementary continues to exceed the academic achievement standards in Language Arts and Math according to our School Performance Framework. However, when reviewing our 2018 academic growth data we have made a slight decrease moving from exceeding to meeting the expected one year growth. As we analyze our growth trends we are seeing a decline in student growth scores. In years past, we saw growth in the 70th and high 60th percentile, whereas now we are seeing growth in the 60th and 50th percentile. Our overall growth in 4th grade we have exceeded our District and State showing more than a year's growth with 65 in Language Arts and 63 in Math. In fifth grade our scores fell below our District and State in Language Arts with a growth

rate of 48.5. However, in 5th grade math we are showing a significant increase in student growth with a 70th percentile growth rate, meeting and exceeding the expected one year growth.

Additional Trend Information:

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Literacy

As we review our school-wide i-Ready data, it clearly shows the need to focus on research based reading instruction and strategies that are based upon assessment results. Our data clearly reveals the variability of instruction and instructional practices K-5. As we move from kindergarten to 5th grade the gap in reading at grade level and meeting the end of the year goals, has become wider, therefore showing a larger number of students not performing at grade level or meeting the end of the years goals.



Root Cause: Inconsistent instructional practices across classrooms in literacy

Inadequate differentiation of instruction to address the needs of a wide variety of learners in literacy



Priority Performance Challenge: Growth

We have a large number of students making progress and performing at grade level in all content areas, but after further review of our data, we are finding that students who are performing at grade level are not always making a full one year's growth by the end of the year.



Root Cause: Inconsistent instructional practices across classrooms in literacy

Inadequate differentiation of instruction to address the needs of a wide variety of learners in literacy



Priority Performance Challenge: English Language Development

While students are making growth in learning the English language, writing for all of these students continues to be an area of low growth. Our overall average writing score was 2.88 on the ACCESS Assessment. This is still an area in need of improvement.

Root Cause: Inconsistent instructional practices across classrooms in literacy



Inadequate differentiation of instruction to address the needs of a wide variety of learners in literacy

Magnitude of Performance Challenges and Rationale for Selection:



We continue to identify the need to have common and clearly aligned instructional practices K-5. Through regular and focused grade level data cycle reviews and peer observations, our achievement scores and growth can improve, but we must commit to the use of our new literacy resource, Fountas and Pinnell and Foundations, data-driven planning, progress monitoring and administering effective and ongoing assessments to guide our practice and examine the effectiveness of our teaching. If all teachers collaboratively shared effective instructional practices, specific to student data, and used the data to drive their instructional planning and interventions, our growth data will be more consistent and ultimately improve over time.

Magnitude of Root Causes and Rationale for Selection:



In determining our root causes, we specifically looked at the variability of reading instruction and the use of differentiation used to teach reading. We have determined that high level research-based teaching strategies, such as differentiation and instructional level books, and the use of assessment data must be implemented consistently across all grade levels. To successfully deliver a rigorous standards-based curriculum for all students, teachers must consistently progress monitor and assess students on their progress toward grade level goals. Teachers need to consistently employ small guided reading groups that address students' specific reading needs, based upon their data. In an effort to increase our overall performance, administration and teachers must collaboratively review individual student data and examine each individuals practice of teaching and learning. Through our data cycle reviews teachers will discuss the structure of the reading instruction and the use of small guided reading groups.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Assessment communication

Describe what will success look like: Schools will communicate consistently about assessment

Associated Root Causes:

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Superior ES Multi-Tiered System of Supports (MTSS)

Describe what will success look like: Each school will develop the skills, structures and alignment of resources within their building to successfully implement MTSS with students.

Associated Root Causes:

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Communicate and Implement Universal SEL strategy

The MTSS Leadership Teams will clearly communicate select strategy to parents, teachers and staff

MTSS Leadership Team (2-4 staff members)

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Superior ES Data-based Problem Solving and Decision Making

Associated Root Causes:

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Overidentification meeting

Send representatives to district professional learning on culturally proficient practices for MTSS to assist in reducing the overidentification of Latino students and emerging bilinguals for Special Education services.

MTSS Leadership Team (2-4 staff members)



Exit eligible students

Meet with special education teams to review student achievement and IEP goals to determine whether student can be exited from special education services.

IEP review team



Data Cycle Target Setting

At Beginning Of Year, use Vizlab (and other data tools) to analyze past student achievement and set achievable and measurable student growth goals

Teachers



Data Cycle Progress Monitoring

At Middle Of Year, use Vizlab (and other data tools) to monitor progress toward student growth goals, and adjust plans and goals accordingly

Teachers



TS Gold Target Setting

Use October checkpoint data to set student goals to meet readiness indicators in language, literacy, math, cognitive, physical and social/emotional development.

PK & KG Teachers



TS Gold Progress Monitoring

Use subsequent checkpoint data to monitor student progress towards meeting readiness indicators in language, literacy, math, cognitive, physical and social/emotional development.

PK & KG Teachers

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Superior ES Literacy Instructional Practices

Associated Root Causes:

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 New literacy materials training	Primary teachers learn and implement, ReadyGen English/Biliteracy, Estrellita, Palabras a su paso, Fountas Pinnell Classroom materials or Foundations materials		Primary Teachers	
 Parent Meeting on New Literacy Materials	By October 31, hold at least one parent meeting to discuss and review the newly adopted literacy materials		Principal & Teachers	
 BVSD Literacy Instructional Framework	Intermediate grade teachers continue to implement the structures for the BVSD Literacy Instructional Framework		Intermediate Teachers	
 Data-informed Literacy Practices	Select and document evidence-based practices using i-Ready diagnostic domain data and writing assessment data for all students and, for students reading below grade level, the Benchmark Assessment System		Teachers	



New literacy materials support of emerging bilinguals

Explore best practices for using new materials with emerging bilingual students.

Teachers

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Progress Monitoring: Student Target Setting



Priority Performance Challenge : Literacy



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:



2018-2019: % K-3 students meeting iReady spring grade level target = 94

2019-2020: % K-3 students meeting iReady spring grade level target = 99

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:



2018-2019: % K-3 scores that indicate Significant Reading Deficiency = maintain 0% (new cut scores)

2019-2020: % K-3 scores that indicate Significant Reading Deficiency = 0

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: Math and ELA



2018-2019: PARCC Median Growth Percentile in Math = maintain 62 ELA= maintain 64

2019-2020:

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: Math and ELA



2018-2019: CMAS ELA target 2019 Overall: 64 ----- Latino: EB: FRL: IEP: CMAS Math target 2019 Overall: 70

----- Latino: EB: FRL: IEP: iReady target 2019 Overall: 67 ----- Latino: 60 EB: 74 FRL: IEP: 63

2019-2020: CMAS ELA target 2020 Overall: 69 ----- Latino: EB: FRL: IEP: CMAS LA/MATH Math target 2020 Overall:

72 ----- Latino: EB: FRL: IEP: iReady target 2020 Overall: 69 ----- Latino: 65 EB: 76 FRL: IEP: 68

INTERIM MEASURES FOR 2018-2019: iReady, Reading Plus, math screeners



Priority Performance Challenge : English Language Development