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**VANGUARD
CLASSICAL**

SCHOOL - EAST UIP 2017-18 District: **ADAMS-ARAPAHOE 28J** | Org ID: **0180** | School ID: **9189** | Framework:
Performance Plan: Meets 95% Participation | Draft UIP

Colorado's Unified Improvement Plan for School

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Low achievement in mathematics

Description: Achievement levels for all students are significantly below state and district averages in Mathematics on 2017 CMAS/PARCC. Achievement levels for students taking the PSAT and SAT fell below state benchmarks in mathematics.

Name: Low achievement for at risk students in mathematics

Description: At risk students in several key subgroups declined in proficiency in Mathematics on the 2017 CMAS/PARCC assessments.

Name: Inconsistent growth in mathematics

Description: Growth for individual grade levels and various at risk subgroups is inconsistent and in many cases, falls below state expectations.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Improve Teachers' Depth of Knowledge of Singapore Math

Description: Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Name: Need for More Targeted Differentiation

Description: Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress. Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Name: Improve Alignment across Grade Levels in Curriculum and Expectations

Description: Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Provide intensive professional development and coaching in Singapore Math

Description: Teachers will participate in professional development in math, and individualized coaching and mentoring by administration and math coach, and will use what they learn to adjust instruction to meet the needs of individual students. Coaching and professional development will be provided over the course of the year for distributed practice and feedback.

Name: Provide leadership and structured time for collaboration to align curriculum

Description: Teachers will develop curriculum maps, unit plans, and daily lesson plans that show vertical alignment in grades K-12 and grade level alignment across each grade level, under the direction and guidance of administration.

Name: Provide additional resources to support curriculum

Description: Teachers will have access to additional resources to support differentiation for at risk students and will be prepared to effectively implement these resources.

Name: Provide additional preparation and practice to students taking PSAT/SAT tests.

Description: Students will be given practice PSAT/SAT tests, test-taking strategies, and instruction in the purpose and importance of these tests in classrooms and in advisement periods. This instruction will be incorporated into vertical alignment plans to ensure that students are well-prepared for this important measure of college-preparedness.

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

The school/district is submitting this improvement plan to satisfy requirements for:

State Accreditation

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Over the past three months, administration and the board of directors have worked to develop a new strategic plan (2018-2025). Administration has worked with staff members to identify areas for improvement and to conduct a needs analysis for professional development and curriculum resources. The School Accountability Committee provided input and valuable insights into the process. The academic goals in this UIP are derived from the new strategic plan, informed by input from staff and SAC members to develop a comprehensive plan for school improvement.

Vanguard East - Significant Demographic Data Points

Vanguard East serves students who speak 28 distinct languages at home and educates a high percentage of English Language Learners. 50% of our students speak English, 30% speak Spanish, and 21% speak another language at home. We educate students with a variety of special needs, and enroll an average of 10% students with Individualized Education Plans (IEPs).

Enrollment (Oct 1)

<i>2014-15</i>	<i>554</i>
<i>2015-16</i>	<i>678</i>
<i>2016-17</i>	<i>721</i>

2017-18 743

Diversity

	<i>Nonwhite Total</i>	<i>Hispanic</i>	<i>Black</i>	<i>Asian</i>	<i>White</i>	<i>2+</i>
2014-15	70%	36%	27%	2%	30%	6%
2015-16	72%	36%	29%	2%	28%	4%
2016-17	74%	35%	32%	2%	26%	4%
2017-18	77%	37%	33%	2%	23%	4%

English Language Learners (ELLs Oct 1)

2014-15	37%
2015-16	41%
2016-17	45%
2017-18	51%

Students with Disabilities (IEPs Oct 1)

2014-15	8.4%
2015-16	9.5%
2016-17	9%
2017-18	10%

Economically Disadvantaged (FRL Oct 1)

2014-15	49%
2015-16	56%
2016-17	58%
2017-18	61%

The attendance rate at Vanguard East was 94.9% for 2016-17, and the mobility rate dropped from 17.3% in 2014-15 to 13.6% in 2015-16. (2016-17 data is not yet available.)

Vanguard Classical School is located on two campuses. The East campus is situated near Buckley Air Force Base, near Alameda and Buckley. The school enrolled 68 students from out from out of district in 2017-18 (9.1% of total enrollment).

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: 36% proficient on 2017 CMAS/PARCC, grades 3-12 (+5%)

Performance: 38% meets or exceeds on 2017 CMAS/PARCC ELA
18% meets or exceeds on 2017 CMAS/PARCC Math

Prior Year Target: 24% proficient for students with disabilities on 2017 CMAS/PARCC, compared to 24% goal for all students, to close the achievement gap (+7%)

Performance: 3% students with disabilities scored meets/exceeds on Math and ELA 2017 CMAS/PARCC. This is down from 7% in 2016.

It is not clear where the data for the prior year's target was taken from.

Academic Achievement (Status) Reflection

The school is making progress in overall achievement as measured by CMAS/PARCC and NWEA assessments. Students with disabilities actually declined in proficiency and this will be a primary focus of improvement efforts.

Performance Indicator: Academic Growth

Prior Year Target: *Students at Vanguard will meet or exceed their Aurora Public School peers in Reading.*

Performance: *Students grew from a median growth percentile (MGP) of 52.5% in 2016 (3rd grade) to 62.0% in 2017 (4th grade). This MGP is higher than both the state and district scores for the same class cohort.*

Prior Year Target: *35% of students in grades 1-9 will show one year's growth in math as measured by NWEA MAPS.*

Performance: *46.5% of students in grades 1 - 9 met growth goals in math as measured by NWEA MAPS.*

Prior Year Target: *75% of students in grades K-9 will show one year of growth in reading as measured by NWEA MAPS.*

Performance: *49% of students in grades K-9 met growth goals in reading as measured by NWEA MAPS.*

Academic Growth Reflection

Students are showing strong academic growth in many areas. Our K-3 reading program is producing positive results.

Performance Indicator: Disaggregated Growth

Prior Year Target: *60% of students with IEPs will show one year's growth in math on NWEA MAPS.*

Performance: *Disaggregated data for 2017 is not available on NWEA MAPS.*

2017 CMAS/PARCC shows that students on IEPs scored a 33.0 median growth percentile in ELA and 49.0 MGP in Math.

Disaggregated Growth Reflection

Disaggregated data on NWEA MAPS for students with disabilities will be available beginning with the Winter 2018 testing cycle. The school has made it a priority to track and report on this data.

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: NA--first seniors in 2016-2017

Performance:

Prior Year Target: Students in grades K-6 will receive regular instruction in technology for the 2016-2017 school year. Students in grades 7 and 8 will receive technology instruction either first or second semester. Students in grades 9-12 will receive at least one semester of technology instruction.

Performance: Technology instruction has improved significantly in the 2017-18 school year. All K-5 students receive practice and instruction in keyboarding and basic computer navigation. Students in grades 6 - 12 receive at least one semester of technology instruction.

Postsecondary & Workforce Readiness Reflection

Vanguard graduated 5 seniors in May 2017. The school has approved new graduation standards which are more rigorous than the district's and include several courses that are unique to the Classical Education model. At the same time, the school has invested in technology to support assessment and instructional needs. We now have two computer labs and two Chromebook carts available and being used regularly.

Performance Indicator: Student Engagement

Prior Year Target: 90% of students receive practice and test-taking strategies for computer-based tests in 2016-17.

Performance: All students taking computer-based tests received instruction in keyboarding and basic computer navigation skills in 2016-17.

Student Engagement Reflection

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

2017 School Performance Framework

Summary by Level

Elementary	Academic Achievement Academic Growth	Approaching Approaching
Middle School	Academic Achievement Academic Growth	Approaching Meets

<i>High School</i>	<i>Academic Achievement Academic Growth</i>	<i>Approaching Meets</i>
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Academic Growth Percentile Rank by Disaggregated Group

Elementary	English/Language Arts	Math
<i>All Students</i>	<i>Approaching</i>	<i>Approaching</i>
<i>English Language Learners</i>	<i>Approaching</i>	<i>Approaching</i>
<i>FRL</i>	<i>Approaching</i>	<i>Approaching</i>
<i>Minority Students</i>	<i>Approaching</i>	<i>Approaching</i>
<i>SPED</i>	<i>N/A</i>	<i>N/A</i>
<i>ELP</i>	<i>N/A</i>	<i>N/A</i>

Middle School	English/Language Arts	Math
<i>All Students</i>	<i>Exceeds</i>	<i>Approaching</i>
<i>English Language Learners</i>	<i>Exceeds</i>	<i>Approaching</i>
<i>FRL</i>	<i>Meets</i>	<i>Approaching</i>
<i>Minority Students</i>	<i>Exceeds</i>	<i>Approaching</i>
<i>SPED</i>	<i>N/A</i>	<i>N/A</i>
<i>ELP</i>	<i>N/A</i>	<i>ELP</i>


High School	English/Language Arts	Math
<i>All Students</i>	<i>Exceeds</i>	<i>Approaching</i>
<i>English Language Learners</i>	<i>N/A</i>	<i>N/A</i>
<i>FRL</i>	<i>N/A</i>	<i>N/A</i>
<i>Minority Students</i>	<i>Exceeds</i>	<i>Approaching</i>
<i>SPED</i>	<i>N/A</i>	<i>N/A</i>

PWR	
<i>CO SAT -EBRW</i>	<i>Approaching</i>
<i>CO SAT - Math</i>	<i>Does Not Meet</i>
<i>Dropout</i>	<i>Meets</i>
<i>Matriculation</i>	<i>N/A</i>
<i>Graduation</i>	<i>N/A</i>

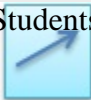
PSAT	VCS	APS	Benchmark
<i>Reading & Writing</i>	<i>451.6</i>	<i>423.0</i>	<i>430</i>
<i>Math</i>	<i>428.4</i>	<i>422.6</i>	<i>480</i>

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

 Students in grades 3 - 9 showed no improvement in Math proficiency on CMAS/PARCC from 2016 to 2017 (18% Met+). This is a notable trend because this score does not meet state expectations.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

 Students in grades 3 - 9 showed progress in ELA on CMAS/PARCC from 2016 to 2017 (2016 = 29%Met+; 2017 = 38%Met+). This is a notable trend because, while it is higher than the district (2017 = 24%Met+), it is not a satisfactory proficiency rate.


*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Academic Achievement is inconsistent across various at risk groups in math. G/T (+15%); FRL (-2%); SPED (-3%); NEP&LEP (-5%). This is a notable trend because many subgroups are on a decline and these scores are well below state expectations.


*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***

Academic Achievement is inconsistent across various at risk groups in reading. G/T (-7%); FRL (+4%); SPED (-4%); NEP&LEP (-5%). This is a notable trend because many subgroups are on a decline and these scores are well below state expectations.

*Trend Direction: - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***

 Students in grades 3 - 9 showed improvement in math on CMAS/PARCC (2016 = 38.0 MGP; 2017 = 44.0 MGP). However, individual grade levels and subgroups showed a wide range of scores within that average (4th grade = 23.0; 7th grade = 65.0). This level of inconsistency will impact the program's overall success rate and is not meeting state expectations.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

 While the VCS 2017 composite score for both the PSAT and SAT were above district averages, they did not meet state expectations. In addition, average scores for Vanguard students taking the math section were only slightly higher than district averages (PSAT Math = 428.4; APS PSAT Math = 422.6/+5.8; and VCS SAT Math = 448.0; APS SAT Math = 440.1/+7.9) and these scores do not meet state benchmarks. This is a notable trend because it indicates our students are not prepared for advanced mathematics required for Post-secondary Workforce Readiness.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Graduation and Completion Plan***

Additional Trend Information:

Vanguard is committed to using data from a variety of sources to inform instruction and hold ourselves accountable for academic growth and achievement. The school tracks data from PSAT/SAT,

CMAS/PARCC, NWEA MAPS, STAR, WIDA/ACCESS, classroom grades, and curriculum-based assessments to monitor progress.

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. **Priority Performance Challenges and Root Cause Analysis** Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. **Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges	Root Cause
Low achievement in mathematics	Improve Teachers' Depth of Knowledge of Singapore Math Need for More Targeted Differentiation Improve Alignment across Grade Levels in Curriculum and Expectations
Low achievement for at risk students in mathematics	Need for More Targeted Differentiation Improve Teachers' Depth of Knowledge of Singapore Math Improve Alignment across Grade Levels in Curriculum and Expectations
Inconsistent growth in mathematics	Improve Teachers' Depth of Knowledge of Singapore Math Improve Alignment across Grade Levels in Curriculum and Expectations Need for More Targeted Differentiation

Root Causes

Priority Performance Challenge: Low achievement in mathematics

Improve Teachers' Depth of Knowledge of Singapore Math

Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Need for More Targeted Differentiation

Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress. Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Improve Alignment across Grade Levels in Curriculum and Expectations

Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Priority Performance Challenge: Low achievement for at risk students in mathematics

Need for More Targeted Differentiation

Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress. Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Improve Teachers' Depth of Knowledge of Singapore Math

Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Improve Alignment across Grade Levels in Curriculum and Expectations

Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Priority Performance Challenge: Inconsistent growth in mathematics

Improve Teachers' Depth of Knowledge of Singapore Math

Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Improve Alignment across Grade Levels in Curriculum and Expectations

Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop

improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Need for More Targeted Differentiation

Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress. Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Of the notable trends identified, three of them are focused on mathematics. Over the past several years, Vanguard has scored significantly below expectations on CMAS/PARCC Mathematics tests. The school is focusing efforts on improving instruction, resources, consistency of implementation, and accountability for mathematics across all grades.

Provide a rationale for how these Root Causes were selected and verified:

These root causes were developed to address our current challenges. They were based on conversations with teachers, parents, and the School Accountability Committee, and supported by classroom observations and staff development needs. We also reviewed and analyzed assessment data from CMAS PARCC, NWEA MAPs, and curriculum-based tests. The school director has worked with the Board of Directors to develop a Strategic Plan which includes targets for academic achievement and growth over the next 5 years.

Additional Narrative / Conclusion

Vanguard will continue to make decisions for the improvement of our school based upon a variety of data points, much of which are developed in classes.

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : Low achievement in mathematics

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	21%Met+ on 2018 CMAS/PARCC Math for grades 3 - 9 (+3% over prior year)
	2018-2019:	24%Met+ on 2019 CMAS/PARCC Math for grades 3 - 9 (+3% over prior year)
Interim Measures for 2017-2018:		50% of students will show one year of growth in math 1 -9 grade as measured by NWEA MAPS

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		SAT
Annual Performance Targets	2017-2018:	490 Math Score on 2018 SAT
	2018-2019:	530 Math Score on 2019 SAT
Interim Measures for 2017-2018:		60% of 9th graders show one year growth in math on NWEA MAPS in January 2018.

Priority Performance Challenge : Low achievement for at risk students in mathematics

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	+5%Met+ on 2018 CMAS/PARCC Math for each identified subgroup
	2018-2019:	+5%Met+ over prior year on 2019 CMAS/PARCC Math for each identified subgroup
Interim Measures for 2017-2018:		50% of students in each identified subgroup will show one years growth as measured by the NWEA MAPS math test.

Priority Performance Challenge : Inconsistent growth in mathematics

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	Each grade level will improve percentage of students meeting NWEA MAPS growth goals in Math to at least 45% by May 2018.
	2018-2019:	Each grade level will improve percentage of students meeting NWEA MAPS growth goals in Math to at least 50% by May 2019.
Interim Measures for 2017-2018:		Each grade level will improve percentage of students meeting NWEA MAPS growth goals in Math to at least 40% by January 2018.

Planning Form

Major Improvement Strategy Name:	Provide intensive professional development and coaching in Singapore Math
Major Improvement Strategy Description:	Teachers will participate in professional development in math, and individualized coaching and mentoring by administration and math coach, and will use what they learn to adjust instruction to meet the needs of individual students. Coaching and professional development will be provided over the course of the year for distributed practice and feedback.

Associated Root Causes:

Improve Teachers' Depth of Knowledge of Singapore Math: Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Need for More Targeted Differentiation: Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress. Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Action Steps Associated with MIS

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Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Common Assessments	Teachers will collaborate to review data from curriculum-based common assessments and adjust instruction as needed.	08/01/2017 05/24/2018	Scheduled common planning time and professional development days	All teachers		
Provide Singapore Math Training	Schedule training with Math Coach at start of school year and again at mid-year.	08/01/2017 05/24/2018	Title II Grant funds	All math teachers and special education teachers		
Provide Singapore Math Training	Provide training and collaboration with school subject-matter-experts in mathematics.	08/01/2017 05/24/2018	Professional development days	All math teachers and special education teachers		
Schoolwide data analysis	Use NWEA/MAP scores to inform instruction for 2017/2018	08/07/2017 05/18/2018	NWEA data reports	Admin, teachers	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Improve Data Analysis	Teachers will use data from formal and informal assessments to identify gaps and adjust instruction as needed.	08/01/2017 05/24/2018 Monthly	All teachers		
	Provide professional development	Schedule training with math coach and	08/01/2017 05/24/2018	All math teachers and special		

in Singapore school
Math subject-mater-experts.

education
teachers

Major Improvement Strategy Name: Provide leadership and structured time for collaboration to align curriculum

Major Improvement Strategy Description: Teachers will develop curriculum maps, unit plans, and daily lesson plans that show vertical alignment in grades K-12 and grade level alignment across each grade level, under the direction and guidance of administration.

Associated Root Causes:

Improve Alignment across Grade Levels in Curriculum and Expectations: Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Differentiation: Teachers need guidance and structure for providing effective differentiation to students with disabilities in mathematics.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Curriculum Plans and Course Syllabuses	Establish consistent format, set deadlines, and collect and review plans	08/01/2017 10/01/2017		Admin		
Train teachers in phase 1 of UbD lesson planning	Schedule training and set deadlines for submitting initial lesson plans	08/01/2017 10/01/2017	Admin trainers	Admin		
Collaboration to Align Curriculum	Provide opportunities for teachers to collaborate within grade levels, across both	08/01/2017 05/24/2018	Common planning time, professional development days, and substitutes provided to	All math teachers		

campuses,
and
vertically
K-12 to align
math
curriculum
and
expectations

allow
cross-campus
observations
and
collaboration

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Curriculum Alignment	Provide time and structured opportunity for teachers to review math curriculum	08/01/2017 05/24/2018 Quarterly	All math teachers and special education teachers		
	Curriculum Plans	Establish consistent format for curriculum plans and course syllabuses, collect and review plans	08/01/2017 10/01/2017	Admin		
	Implement Understanding by Design lesson planning	Train teachers and establish procedures and timeline for implementation	08/01/2017 05/24/2018 Quarterly	all teachers, admin		
Major Improvement Strategy Name:		Provide additional resources to support curriculum				
Major Improvement Strategy Description:		Teachers will have access to additional resources to support differentiation for at risk students and will be prepared to effectively implement these resources.				

Associated Root Causes:

Need for More Targeted Differentiation: Our analysis reveals that some students have gaps and misunderstandings of mathematics that are causing inconsistent results and/or failure to make progress.

Professional development will focus on training in the use of formal and informal assessments to identify gaps in learning and to adjust instruction accordingly.

Improve Teachers' Depth of Knowledge of Singapore Math: Classroom observations reveal that we need to build our teachers' depth of knowledge in mathematics and Singapore Math strategies.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Current Inventory	Establish Curriculum Room to store all math and differentiation resources in one place with common access for teachers	08/01/2017 10/01/2017		Admin		
Acquire additional math resources for differentiation	Research and identify new math resources to support differentiation for mathematics in alignment with Singapore Math and school-wide expectations	08/01/2017 05/24/2018	Curriculum budget to purchase additional materials	Admin		
Provide training in differentiation	Provide training as needed to support teachers in using materials to differentiate instruction, to fill gaps in learning, and support at risk students.	08/01/2017 05/24/2018	Professional development days, common planning time	Admin		

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Evaluate Current Inventory of Resources and Make Recommendations	Evaluate math resources for differentiation, determine needs and identify new resources and/or training needs	08/01/2017 05/24/2018 Quarterly	Admin, special education teachers, math subject matter experts		
Major Improvement Strategy Name:		Provide additional preparation and practice to students taking PSAT/SAT tests.				
Major Improvement Strategy Description:		Students will be given practice PSAT/SAT tests, test-taking strategies, and instruction in the purpose and importance of these tests in classrooms and in advisement periods. This instruction will be incorporated into vertical alignment plans to ensure that students are well-prepared for this important measure of college-preparedness.				

Associated Root Causes:

Improve Alignment across Grade Levels in Curriculum and Expectations: Our analysis has discovered inconsistencies and misunderstandings in the implementation of our core curriculum. Teachers need time and structured leadership to collaborate and to develop improved vertical alignment of our curriculum and expectations for homework, study skills, assessments, and mastery levels.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
PSAT/SAT Prep Elective	Offer elective course to all students in grades 9 - 12 for PSAT/SAT Prep.	08/01/2017 05/24/2018	Teacher and elective course, PSAT/SAT Prep curriculum	Admin, secondary teacher		
College Recruiters	Schedule college recruiters from a variety of	08/01/2017 05/24/2018		Admin		

	colleges to visit school				
Use technology to support students in college & career planning	Incorporate use of Naviance and College & Colorado websites into Advisement periods	08/01/2017 05/24/2018	Purchase Naviance access from district	Admin, secondary advisement teachers	
Support teachers in expectations for Advisement periods	Establish expectations for curriculum and use of time on Naviance and College & Colorado websites; train and support teachers as needed	08/01/2017 05/24/2018		Admin, all advisement teachers	

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Use Advisement courses to prepare students for PSAT/SAT and College Planning	Establish expectations and support needed to ensure that Advisement periods include appropriate time and attention on PSAT/SAT preparation and college planning.	08/01/2017 04/01/2018 Weekly	Admin, Secondary teachers		
	Provide training in PSAT/SAT for teachers	Ensure teachers are prepared to support students in	08/01/2017 04/01/2018 Weekly	Admin, secondary teachers		

Attachments List