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**VANGUARD
CLASSICAL
SCHOOL
UIP 2017-18**

District: **ADAMS-ARAPAHOE 28J** | Org ID: **0180** | School ID: **9056** | Framework:
Performance Plan: Meets 95% Participation | Draft UIP

Colorado's Unified Improvement Plan for School

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

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: Improve academic growth for middle school students in math.

Description: Students in the middle school grades are not making the progress required to reach academic achievement goals.

Name: Improve academic growth for elementary students in math.

Description: Students in the elementary grades are not making consistent growth in math to meet academic achievement goals.

Name: Improve academic growth for middle school students in English/Language Arts.

Description: Students in middle school are not making consistent growth in English/Language Arts, specifically in reading comprehension, to meet academic achievement goals.

Name: Improve academic achievement in math on CMAS/PARCC

Description: Students have not yet reached "Meets" expectations on academic achievement in math.

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: 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 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, and assessments.

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.

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.

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-8 and grade level alignment across each grade level.

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.

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

Improvement Plan Information

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

State Accreditation

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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.

UIP Process

Over the past several 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 West - Significant Demographic Data Points

Vanguard West serves students who speak 15 different languages at home and educates a high percentage of English Language Learners. 45% of our students speak Spanish, 41% speak English, and 13% speak another language at home. Vanguard West K-5 qualified as a Title I school for the first time in the 2017-18 school year. 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>488</i>
<i>2015-16</i>	<i>494</i>
<i>2016-17</i>	<i>493</i>
<i>2017-18</i>	<i>509</i>

Diversity

	<i>Nonwhite Total</i>	<i>Hispanic</i>	<i>Black</i>	<i>Asian</i>	<i>2+</i>
<i>2014-15</i>	<i>80%</i>	<i>54%</i>	<i>20%</i>	<i>1%</i>	<i>4%</i>
<i>2015-16</i>	<i>81%</i>	<i>56%</i>	<i>20%</i>	<i>1%</i>	<i>3%</i>
<i>2016-17</i>	<i>83%</i>	<i>55%</i>	<i>23%</i>	<i>1%</i>	<i>4%</i>
<i>2017-18</i>	<i>87%</i>	<i>56%</i>	<i>27%</i>	<i>1%</i>	<i>3%</i>

English Language Learners (ELLs Oct 1)

<i>2014-15</i>	<i>49%</i>
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2015-16 **52%**

2016-17 **55%**

2017-18 **59%**

Students with Disabilities (IEPs Oct 1)

2014-15 **11%**

2015-16 **10%**

2016-17 **11%**

2017-18 **10%**

Economically Disadvantaged (FRL Oct 1)

2014-15 **69%**

2015-16 **68%**

2016-17 **72%**

2017-18 **80%**

Vanguard Classical School is located on two campuses. The West campus is situated in Denver on the border of Aurora in the Lowry area, and serves students from both cities, as well as surrounding districts. In the 2016-17 school year, West campus enrolled 85 students from out of district, and in 2017-18 the school enrolled 88 students from out of district (17.2% of total enrollment each year).

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 Growth

Prior Year Target: 35% of students will show one year of academic growth in math by May 2017 as measured by NWEA MAPS for grades 1-8.

Performance: 45% of grades 1-8 students met goal

Prior Year Target: 75% of students will show one year of academic growth in reading by May 2017 as measured by NWEA MAPS for grades K-8 and STAR for grades K-2.

Performance: NWEA - 45% of grades K-8 students met goal

STAR - 68% of grades K-2 students met goal

Academic Growth Reflection

Students made great progress in math and exceeded the goal. Students are making progress toward the goals in reading. NWEA recommends that a typical goal is 50% of students would meet growth goals. The school's new strategic plan reflects this recommendation.

Performance Indicator: Disaggregated Growth

Prior Year Target: 60% of students with IEPs will show one year's growth in math by May 2017 as measured by NWEA MAPS for grades K-8.

Performance: Data not available. IEP identification was not uploaded into NWEA.

Prior Year Target: 60% of students with IEPs will show one year's growth in reading by May 2017 as measured by NWEA MAPS for grades K-8 and STAR for grades K-2.

Performance: Data not available. IEP identification was not uploaded into NWEA.

Disaggregated Growth Reflection

The overall score for students with IEPs on CMAS/PARCC English/Language Arts improved from 24 MGP to 57 MGP from 2016 to 2017.

The overall score for students with IEPs on CMAS/PARCC Math improved from 36 MGP to 55 MGP from 2016 to 2017.

Both 2017 scores are above the district and state MGP scores. The school is committed to tracking this data on NWEA to gain timely information for improvement throughout the school year in order to maintain this upward trend.

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: NA-- K-8 school
Performance:

Postsecondary & Workforce Readiness Reflection

NA-- K-8 school

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

Elementary

	<i>All Students</i>	<i>Meets</i>
	<i>English Learners</i>	<i>Exceeds</i>
<i>CMAS English Language Arts</i>	<i>FRL</i>	<i>Exceeds</i>
	<i>Minority Students</i>	<i>Exceeds</i>
	<i>SPED</i>	<i>N/A <20</i>
	<i>All Students</i>	<i>Approaching</i>
	<i>English Learners</i>	<i>Approaching</i>
<i>CMAS Math</i>	<i>FRL</i>	<i>Approaching</i>
	<i>Minority Students</i>	<i>Approaching</i>

SPED N/A <20

ELP English Language Proficiency N/A <20

Total Approaching

Middle School

All Students Meets

English Learners Exceeds

CMAS English Language Arts FRL Meets

Minority Students Meets

SPED N/A <20

All Students Meets

English Learners Meets

CMAS Math FRL Meets

Minority Students Meets

SPED N/A <20

ELP English Language Proficiency N/A <20


Total Meets

*Spring 2017 NWEA Assessments
(Percentage of students who met growth goals)*


	<i>2016</i>	<i>2017</i>
<i>Elementary Math</i>	<i>18%</i>	<i>44%</i>
<i>Elementary Reading</i>	<i>40%</i>	<i>46%</i>
<i>Middle School Math</i>	<i>41%</i>	<i>37%</i>
<i>Middle School Reading</i>	<i>51%</i>	<i>40%</i>

Trend Analysis

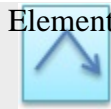
Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

 Elementary students show a positive growth trend in Math on CMAS-PARCC, however the growth is inconsistent across grade levels. (4th/2016 = 52.0 MGP, 4th/2017 = 68.0; 5th/2016 = 29.50, 5th/2017 = 31.0, 6th/2016 = 39.0, 6th/2017 = 66.0). This is a notable trend because it reveals a gap in learning for a specific students and will affect overall growth scores and achievement if not addressed.

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

 Middle School students show a mixed result in growth scores on Math on CMAS-PARCC. (7th/2016 = 56.5, 7th/2017 = 57.0, 8th/2016 = 49.50, 8th/2017 = 35.5). 7th grade students grew at a much slower rate than any elementary grade levels, although they still scored higher than district and state averages. 8th grade students declined in growth scores and did not meet district and state averages. This is a notable trend because it shows that our middle school students are not growing at a rate that will allow them to meet academic achievement goals.

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



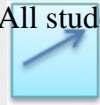
Elementary students are on a positive growth trend on NWEA Reading, however middle school students declined by 9% (ELEM 2016 = 40%, ELEM 2017 = 46%; MS 2016 = 51%, MS 2017 = 40%). This is a notable trend for our middle school students because it shows a gap in reading mastery at the higher levels which is likely to reveal itself on future CMAS/PARCC assessments.

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



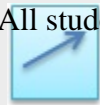
Elementary students are on a positive growth trend on NWEA Math, however middle school students declined by 4% (ELEM 2016 = 18%, ELEM 2017 = 44%; MS 2016 = 41%, MS 2017 = 37%). This is a notable trend because it aligns with the CMAS/PARCC scores for middle school and highlights a concern with the school's mathematics program.

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



All students are on a positive trend in academic achievement in CMAS/PARCC Math, however overall scores are still below expectations. Elementary students moved from the 5th percentile rank to the 12th percentile rank. Middle school students moved from the 13th percentile rank to the 17th percentile rank. This is a notable trend because these scores are rated "Does Not Meet" for Elementary and "Approaching" for Middle School on the 2017 School Performance Framework.

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



All students are on a positive trend in academic achievement in CMAS/PARCC English/Language Arts, however overall scores are still below expectations. Elementary students moved from the 18th percentile rank to the 30th percentile rank. Middle school students moved from 27th percentile rank to 44th percentile rank. This is a notable trend because these scores are rated "Approaching" on the 2017 School Performance Framework.

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

Additional Trend Information:

The school earned a score of "Meets" standards for Academic Growth and a score of "Approaching" standards for Academic Achievement on the School Performance Framework. The school recognizes that overall performance on CMAS/PARCC has been below standards for academic achievement. In order to make progress toward meeting these goals, the school is focused on improving academic growth scores for all students. The school observes that our curriculum has historically allowed our students to perform better on English/Language Arts tests and we are supporting our students for continued growth in this important area. We are committed to ensuring that our students can perform as well on Math tests.

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

Improve academic growth for middle school students in math.

Improve Alignment across Grade-levels in Curriculum and Expectations
Need for More Targeted Differentiation
Improve Teachers' Depth of Knowledge of Singapore Math

Improve academic growth for elementary students in math.

Need for More Targeted Differentiation
Improve Alignment across Grade-levels in Curriculum and Expectations
Improve Teachers' Depth of Knowledge of Singapore Math

Improve academic growth for middle school students in English/Language Arts.

Improve Alignment across Grade-levels in Curriculum and Expectations
Need for More Targeted Differentiation

Improve academic achievement in math on CMAS/PARCC

Need for More Targeted Differentiation
Improve Alignment across Grade-levels in Curriculum and Expectations
Improve Teachers' Depth of Knowledge of Singapore Math

Root Causes

Priority Performance Challenge: Improve academic growth for middle school students in math.

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, and assessments.

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 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.

Priority Performance Challenge: Improve academic growth for elementary students in math.

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 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, and assessments.

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.

Priority Performance Challenge: Improve academic growth for middle school students in English/Language Arts.

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, and assessments.

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 assessments to identify gaps in learning and to adjust instruction accordingly.

Priority Performance Challenge: Improve academic achievement in math on CMAS/PARCC

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 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, and assessments.

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.

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

Elem Math (CMAS/PARCC inconsistent growth)
MS Math (CMAS/PARCC slow/decline); MS Math (NWEA decline)
MS Reading (NWEA decline)

The school will focus on the challenges in academic growth which were identified as Notable Trends. Elementary Math is a concern because overall achievement is below expectations and growth has been inconsistent across grade levels and classrooms. Middle School Math is a challenge that is evident in both CMAS/PARCC and NWEA assessments, which show that growth has been inconsistent in some grades and in decline in other grades. Focusing on academic growth in math should enable students to demonstrate success on academic achievement on CMAS/PARCC Math tests.

Reading is identified as a challenge because while the school is doing well at preparing students "how to read" through RIGGS Phonics instruction, this may not be translating well into the challenges of complex textual analysis required of the intermediate and upper grades. These trends present significant challenges to the school as we strive to meet our academic achievement goals.

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.

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 : Improve academic growth for middle school students in math.

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

Priority Performance Challenge : Improve academic growth for elementary students in math.

Performance Indicator:		Academic Growth
Measures / Metrics:		M
	2017-2018:	Elementary students will improve percentage of students meeting NWEA growth goals in Math to at

Annual Performance Targets		least 45% by May 2018.
	2018-2019:	Elementary students will improve percentage of students meeting NWEA growth goals in Math to at least 50% by May 2019.
Interim Measures for 2017-2018:		Elementary students will improve percentage of students meeting NWEA growth goals in Math to at least 40% by January 2018.

Priority Performance Challenge : Improve academic growth for middle school students in English/Language Arts.

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	2017-2018:	Middle school students will improve percentage of students meeting NWEA growth goals in Reading to at least 55% by May 2018 for each grade level.
	2018-2019:	Middle school students will improve percentage of students meeting NWEA growth goals in Reading to at least 60% by May 2019 for each grade level.
Interim Measures for 2017-2018:		Middle school students will improve percentage of students meeting NWEA growth goals in Reading to at least 50% by January 2018 for each grade level.

Priority Performance Challenge : Improve academic achievement in math on CMAS/PARCC

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	The school will be rated "Approaching" expectations for All Students on the 2018 CMAS Math assessments, with an overall ranking of 30th percentile or higher.
	2018-2019:	The school will be rated "Meets" expectations for All Students on the 2018 CMAS Math assessments (at or above 50th percentile rank).
Interim Measures for 2017-2018:		At least 40% of students in grades K - 8 will meet

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.

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 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
Singapore Math Training	Schedule training at the start of the school year and again at mid-year.	08/01/2017 03/01/2017	Title II Grant funds will be used to pay for professional development for teachers.	Cassy Turner (math coach) and all K-8 teachers of mathematics and special education teachers		
Collaboration	Provide time and structured opportunity for teachers to review math	01/02/2018 05/24/2018		All teachers of mathematics	In Progress	This School Year

curriculum and adjust instruction as needed

Professional Development in Math	Schedule Coaching and Classroom Observations with Math Consultant	02/05/2018 04/30/2018	Title II Grant	All teachers of mathematics	In Progress	This School Year
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Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Singapore Math Professional Development	Schedule trainings with math coach several times over the school to provide distributed practice and increased mastery of Singapore Math curriculum.	08/01/2017 05/24/2017	Cassy Turner (math coach) and all K-8 teachers of mathematics and special education teachers		
	Coaching and Mentoring in Singapore Math	Admin and math coach will observe teachers during math lessons and during team planning meetings to provide feedback and support for improving mathematics instruction.	09/01/2017 05/24/2018 Monthly	Terry Glen, Keria McCafferty, Peggy Downs, Cassy Turner (Math Coach)		

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-8 and grade level alignment across each grade level.

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, and assessments.

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 assessments to identify gaps in learning and to adjust instruction accordingly.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Align Curriculum	Train Teachers in Core Knowledge Curriculum Plans and Classical Education Syllabus expectations	07/27/2017 09/22/2017		All Teachers	Complete	This School Year
Align ELA Curriculum	Provide Leadership and Opportunity for Teachers to Collaborate to Align ELA Curriculum and Expectations	08/07/2017 05/24/2018		All ELA Teachers	In Progress	This School Year
Continue to Implement UbD Lesson	Provide Feedback on Weekly UbD	08/08/2017 05/24/2018		All Teachers	In Progress	This School Year

Planning	Lesson Plans and Further Professional Development As Needed					
Align Math Curriculum	Provide Leadership and Opportunity for Teachers to Collaborate to Align Math Curriculum and Expectations	08/07/2018 05/24/2018		All Math 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
	Facilitate collaboration to align English/Language Arts curriculum	Provide structured opportunities for staff to develop consistent expectations for curriculum, assessments, and homework across both East and West campuses and all grade levels.	08/01/2017 05/24/2018 Quarterly	All teachers of English/Language Arts and special education teachers		
	Facilitate collaboration to align math curriculum	Provide structured opportunities for staff to develop consistent expectations for curriculum, assessments,	08/01/2017 05/24/2018 Quarterly	All math teachers and special education teachers		

and homework across both East and West campuses and all grade levels.

Continue implementation of Understanding by Design lesson planning	Provide feedback on weekly UbD lesson plans and further professional development as needed	08/01/2017 05/24/2018 Weekly	Admin and all teachers
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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 assessments to identify gaps in learning and to adjust instruction accordingly.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Evaluate and update Reading List	Review current approved reading list with all teachers for grades 6 - 12. Determine reading levels, logical progression,	08/01/2017 05/24/2018		All secondary teachers, East and West campuses, Admin leadership		

	and alignment to Classical Education model.				
Evaluate and update writing standards for grades 6 - 12	Review current standards and rubrics to align expectations for work quality and skills progression.	08/01/2017 05/24/2018		All ELA teachers, grades 6 - 12	
Increase inventory of approved novels and nonfiction selections	Review approved reading list and ensure sufficient copies of each selection	08/01/2017 05/24/2018	Curriculum budget	Admin	
Ensure access to abridged novels and other resources to support differentiation	Review current inventory of novels and nonfiction selections to ensure appropriate materials are available for differentiation and accommodations. Plan to purchase new materials in budget for next school year.	04/01/2018 06/30/2018	2018-19 budget	Admin	

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Evaluate curriculum resources in math and make recommendations	Investigate resources to support differentiation in Singapore Math	08/01/2017 05/24/2018	Admin team		

and seek input from all stakeholders. Make recommendations to Admin team for purchase and implementation.

Evaluate and update recommended and required reading lists for secondary grades	Ensure consistency across East and West campuses through a shared list of recommended and required readings in literature and nonfiction selections for grades 6 - 12.	08/01/2017 05/24/2018 Quarterly	All teachers grades 6 - 12
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Attachments List

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