



Colorado's Unified Improvement Plan for Schools

MONARCH CLASSICAL SCHOOL OF THE ARTS UIP 2019-20 | School: MONARCH CLASSICAL SCHOOL OF THE ARTS | District: CHARTER SCHOOL INSTITUTE | Org ID: 8001 | School ID: 5431 | Framework: Turnaround Plan: Low Participation | Draft UIP

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Executive Summary

If we...

IMPLEMENT CONTINUOUS COACHING CYCLE FOR TEACHERS

Description:

Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric.



ESTABLISH A HIGH-PERFORMANCE CULTURE

Description:

Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. Coperni 2 will receive a proficient or higher score in all five areas of the System Assessment Rubric. [The CEO, Executive Director of Schools, and the school leadership team will score the school; the final score will be an average of the three scores.] 75% of the staff will agree or strongly agree that the school has established a high-performance culture as measured by the climate survey administered in May 2020. NSVF Survey will indicate that 80% of the students agree or strongly agree that Coperni 2 provides physical and psychological safety while at school.



IMPLEMENT THE LSAE MODEL WITH FIDELITY

Description:

Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. Coperni 2 will receive a proficient or higher score on the LSAE personalized learning rubric assessed in May 2020. [The CEO, Executive Director of Schools, and the School Leadership Team will each score the school; the final score will be an average of the three scores.]



INCREASE PARENT AND COMMUNITY ENGAGEMENT

Description:

Coperni 2 administrators and teachers will implement opportunities for parent and community involvement in the student's educational process. There will be common practices implemented to increase the level of communication with parents. This will be accomplished through monthly newsletters, maintaining a facebook page, flyers sent home for special events. Teachers will communicate updates on student performance through student learning plans and conferences as well as anecdotal updates. Parent and community engagement opportunities will be provided including parent and community nights, activity week, awards nights and the student accountability committee. Success will be measured through improved parent and community involvement in activities.



Then we will address...

STAFF TURN OVER

Description:

By not having consistent staff working with students, gaps are inherent



INCONSISTENT MODEL OF INSTRUCTIONAL DELIVERY

Description:

With the system turn over students received multiple models of instruction with varying points of emphasis in the past two years.



LOW COMPENSATION SCHEDULE ATTRACTED LESS EXPERIENCED AND SKILLED TEACHERS.

Description:

The salary for teaching staff



PRIOR ACCOUNTABILITY WAS INCONSISTENT

Description:

leadership and model changes left parents and students in the air about expectations



Then we will change current trends for students

STUDENTS ARE PERFORMING BELOW STATE AND NATIONAL AVERAGES IN READING

Description:

In the evaluation of CMAS and NWEA data, students at Monarch/Coperni 2 are experiencing growth but not enough to meet grade-level expectations and benchmarks in reading.



STUDENTS ARE PERFORMING BELOW STATE AND NATIONAL AVERAGES IN MATH.

Description:

In the evaluation of CMAS and NWEA data, students at Monarch/Coperni 2 are experiencing growth but not enough to meet grade-level expectations and benchmarks in math.



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

Improvement Plan Information

Additional Information about the school

Our network and leadership team assumed management of the school in the middle of last year. There was not enough time to overcome the poor start that the students experienced during the entire first semester last year. As a result, Monarch did not achieve adequate yearly progress (AYP) and received a “Turnaround” designation for state accountability.

With a new leadership team, and the new instructional model, Coperni 2’s teachers are already turning things around. Parents are already noting that the academic focus and care for the children make Coperni 2 one of the best in the area. Please visit our school and see how strong the instruction is and how our positive school culture is helping our students learn and grow.

School Contact Information

Name: Angela Prochnow

Title: Principal

Mailing Street: 525 E Costilla

Mailing City / State/ Zip Code: Colorado Springs CO 80918

Phone:(719) 473-8088

Email: aprochnow@coperni2.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Coperni 2's staff included 15 highly-qualified classroom teachers, 1 highly-qualified special education teacher, 3 specials teachers (art, dance, PE), 3 learning coaches, 1 speech teacher, 2 building support staff, and 2 administrators.

In May 2019, Monarch (currently Coperni 2) served approximately 158 students in grades kindergarten through sixth grade. Approximately 70% of our students received free/reduced lunch. Monarch also served ELL and special education students.

Coperni 2 is a school-wide Title 1 school. For the 2018-2019SY, our Title 1 budget supported reading/writing teachers/interventionists who provide interventions to students who are identified in the Tier II and Tier III levels in literacy, support 1 family night event in the spring and

Coperni 2's staff, SAC, and administrators met to review previous data. We were unable to utilize the School Performance Framework for the last three years due to the

turn around in schools. Throughout our monthly meetings as a whole staff, School Accountability Committee, and School Leadership Team, we have concluded that our UIP focus will be on growing staff capacity to provide the highest quality instruction, Establish a high-performance culture, and Implement the LSAE model with fidelity.

We did, however, analysis NWEA and Dibels data. Based on the data, we determined our priority strategies for 2019-2020. We will also utilize the information with regards to teacher turnover, student mobility, and intervention data from the spring of last year.

We will create a high-performance culture and grow the capacity of staff to deliver personalized learning effectively to close achievement gaps and help students think critically and become active learners in their education. Our key actions for the 2019-2020 school year will be tied to this vision.

Coperni 2 will utilize the system's model designed by CEO Mike Miles to strengthen the foundational components of any effective organization: leadership density, staff capacity, and culture. These three foundation areas will ensure that the quality of instruction is the best in the region and that the innovative practices are implemented with fidelity.

We will have an intense focus on student academic achievement. The vehicle for raising student achievement will be high-quality instruction and leadership density. At the same time, we will introduce personalized learning to the staff to maximize student learning and to ensure that students who need more time with challenging content receive more time, and those who reach proficiency early can move ahead. In its opening year, the Academy of Advanced Learning (Third Future Schools' first school) proved that it could dramatically narrow achievement gaps and begin to provide students with the Year 2030 competencies and skills. Based on the NWEA MAP assessment results, Academy students demonstrated almost twice the growth of the average U.S. student in both reading and math in both of the last two years. Teachers implemented the personalized learning model with fidelity and the staff grew in its ability to differentiate instruction, use the model to address individual student needs, and maximize student learning time.

Coperni 2 will address individual student needs by replicating the same personalized learning model, maintaining an emphasis on differentiated instruction and maximizing student learning time.

Coperni 2 is rated as Turnaround status on the School Performance Framework. The status is due to the fact, the 95% participation rate was not met.

Coperni 2 started the work of implementing the personalized model in January of 2019 after absorbing Monarch School of the Arts. This acquisition was due to the fact that Monarch was unable to meet financial obligations to continue operating as a school. This mid-year beginning allowed us to begin rebuilding the trust of families and the community. A portion of the current staff was introduced to the basics of the model during this transition period. Teachers were also introduced to the concept of a high-performance culture, work that will continue to be reinforced while bringing new staff on board and supported while building leadership capacity. Leadership potential among specific staff members was also identified, and the process of leadership training has already begun for those staff members. Our priority challenges stem from staff turnover, lack of systems, direction, and focus on both academic achievement and growth throughout all subjects.

We will be using the NWEA Maps assessments and Dibels this year to monitor our student progress. We will base our performance expectations on NWEA growth data from Fall to Spring in reading, math, and science, K-7 grade.

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).

The prior year's targets were set by Monarch School the Arts. Their model focused on pairing academics with performing and visual arts. They addressed literacy and numeracy through a Core Knowledge curriculum and utilized reading interventions. The model was not sustainable as implemented and Third Future Schools was contacted to take over the school.

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

This year's adjustments will include a greater focus on academics and student growth, with Art, Physical Education, and Dance as supporters in this process. By intentionally using formative and summative data, teachers will guide learners through lessons that are appropriately challenging for each individual.

Current Performance

- The 2018-19 school year was a difficult year for students who attended Monarch/Coperni. They did not meet grade-level expectations in reading, writing, math or science. The scores fell below the state averages in all 3 areas.

The following data was reported for the 2018-19 school year:

In May of 2019, we had 25 students on a READ plan. These parents were notified and together teachers, interventionists, and the parents have worked on the literacy skills needed for these students.

Below is the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) NWEA Data for Monarch/Coperni 2 for 2018-19:

Reading

Math

	BOY	MOY	EOY		BOY	MOY	EOY
3rd	180	179	183	3rd	179	180	188
4th	194	196	202	4th	195	196	207
5th	202	207	210	5th	201	208	210
6th	206	210	209	6th	208	209	211

Dibels data from the same cohort demonstrates similar results with students falling below grade-level benchmarks. With kindergarten, third grade and fifth grade earning a rating of average reading progress while first and second grade received ratings of below-average classroom reading progress. Fourth grade came in with well below average classroom reading progress. Sixth grade didn't have enough students to report.

While this data demonstrates growth, the majority of students did not demonstrate enough growth to meet grade-level benchmarks and this did not translate into success in CMAS testing of similar skills and concepts.

CMAS data summary:

With low participation, we were labeled Turn Around status with an overall score of 32.5/100 points.

Due to this low participation, it is best to review overall data summaries for CMAS.

Academic Achievement

English Language Arts mean scale score was 720.4

Math mean scale score was 709.0

Science did not have enough data

Academic Growth

English Language Arts median growth percentile of 37.0

Math median growth percentile of 27

In addition to not meeting expectations for grade-level performance academically, Monarch Failed to meet the accountability participation rate of 95% on two or more assessments, this put the school in improvement plan status. Since enrollment was low in the spring of 2018 this also affected multiple subgroups in the process of data reporting causing the "n" to fall below 20. This impacts the ability to report accurately on student achievement and will affect our ability to monitor future trends with confidence. In order to address this issue enrollment, withdrawal and subsequent reporting processes have been amended to ensure accurate enrollment reports are submitted during the October count window. In addition, a process has been developed and implemented for verification of student enrollment changes prior to the testing window to ensure all students aligned to the school are either tested or properly documented and communicated to CSI and CDE regarding updated enrollment and testing status.

During the fall of the 2019-2020 school year, special attention has been placed on early childhood educational needs. Teachers and administration have used results from NWEA, DIBELS, TS Gold, and Daily formative assessments to tailor instruction for our students. Reading intervention groups have been developed and implemented for all students K-2 and any student still demonstrating a need for additional reading needs. Regular evaluation of skills is discussed in PLC to ensure accurate placement and content for these groups. Growth is already being demonstrated in progress monitoring results.

Additional Trend Information:

There is no trend data at this time as Monarch/Coperni 2 was a new school in 2018-19.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Students are performing below state and national averages in reading

In the evaluation of CMAS and NWEA data, students at Monarch/Coperni 2 are experiencing growth but not enough to meet grade-level expectations and benchmarks in reading.



Root Cause: Staff turn over

By not having consistent staff working with students, gaps are inherent



Root Cause: Inconsistent model of instructional delivery

With the system turn over students received multiple models of instruction with varying points of emphasis in the past two years.



Root Cause: Low compensation schedule attracted less experienced and skilled teachers.

The salary for teaching staff



Root Cause: Prior accountability was inconsistent

leadership and model changes left parents and students in the air about expectations



Priority Performance Challenge: Students are performing below state and national averages in math.

In the evaluation of CMAS and NWEA data, students at Monarch/Coperni 2 are experiencing growth but not enough to meet grade-level expectations and benchmarks in math.



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Root Cause: Low compensation schedule attracted less experienced and skilled teachers.

The salary for teaching staff

Magnitude of Performance Challenges and Rationale for Selection:



Students who have consistently attended the schools in the current Coperni 2 building have weathered 2 years of tumultuous change. Starting from the top-down, multiple leadership changes, three changes to the academic model and constant staff turn over have all been experienced in this time period. This has caused periods of low rigor and inconsistent expectations that are showing through in gaps of knowledge, and low academic performance in certain academic areas. Therefore focussing on instruction and developing teachers that increase rigor while attacking specific gaps through support and scaffolding is a priority. Holding to our core belief that effective teachers make the most difference in student academic performance.

Magnitude of Root Causes and Rationale for Selection:



The root causes were determined through the evaluation of data and discussing the root causes of the 5 whys system. Also, parent meetings that discuss the historical trends and observations from their perspective.

Development of an effective teaching model created by the CEO of Third Future Schools based on years of research and experience.

Action Plans

Planning Form



Implement continuous coaching cycle for teachers

What will success look like: Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric.

Describe the research/evidence base supporting the strategy and why it is a good fit: The research on teacher effectiveness continues to focus on the need for feedback and continuous coaching for growth. The verbiage in the system of evaluation in our own state was recently revised to include this concept as a necessary component. Many researchers also support the fact that this coaching improves the performance of teachers, which in turn positively influences student achievement. At Coperni 2, we believe that one of the biggest factors in student achievement is highly effective teachers. Teachers in a high-performance system need someone to reflect on how the lessons are being received by students and push them to constantly refine their craft. By providing this ongoing feedback based on best practices surrounding student achievement and engagement we are investing in our greatest resource.

Associated Root Causes:



Staff turn over:

By not having consistent staff working with students, gaps are inherent



Inconsistent model of instructional delivery:

With the system turn over students received multiple models of instruction with varying points of emphasis in the past two years.



Low compensation schedule attracted less experienced and skilled teachers.:

The salary for teaching staff

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional development	train teachers on the teacher evaluation system	07/24/2019 05/31/2020 Quarterly	CEO, Administrators	
 Literacy Instruction	For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency	07/24/2019 04/25/2020 Quarterly	CEO, Administration, Teachers, literacy specialist	
 Math Instrucion	Specific training on how to provide math instruction to students, especially those in Special Education and ELD	07/24/2019 05/23/2020 Quarterly	CEO, Administrators	
 Electronic spot observation	complete spot observation form regarding instruction	08/01/2019 05/31/2020 Monthly	Administrators	
 Data Analysis	An explicit focus on continuously improving instruction that involves regular structures for collecting and analyzing data that directly informs teacher-specific instruction.	08/01/2019 05/31/2020 Weekly	Admin and teachers	



Weekly Professional Learning Communities focused on data driven instruction

08/15/2019
05/23/2020
Weekly

Teachers, Administration

Effective PLC



Review data on spot observations to identify areas of concern

08/16/2019
05/31/2020
Weekly

Administrators

Spot data review

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development	100% of teachers will participate in EL professional development and implement key elements in their instruction.		\$1653.00 of Title IIIA budget will be used for professional development.	Administrators, Classroom Teachers, Learning Coaches, Interventionist	
 LSAE Rubric	2-7: LSAE rubric will be used to provide feedback. Provide professional development at monthly network days.		LSAE Rubric	Administrators, Teacher Leaders, CEO	
 Spot Observations	K-7: Receive minimum of 4 spots per semester. K-7: Establish clear expectations for teachers that are outlined in the spot observation.	08/01/2019 04/30/2020	online spot observation form to collect data	Administrators, Classroom Teachers, Learning Coaches, Interventionist	



Establish a high-performance culture

What will success look like: Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. Coperni 2 will receive a proficient or higher score in all five areas of the System Assessment Rubric. [The CEO, Executive Director of Schools, and the school leadership team will score the school; the final score will be an average of the three scores.] 75% of the staff will agree or strongly agree that the school has established a high-performance culture as measured by the climate survey administered in May 2020. NSVF Survey will indicate that 80% of the students agree or strongly agree that Coperni 2 provides physical and psychological safety while at school.

Describe the research/evidence base supporting the strategy and why it is a good fit: The research on culture in schools focusses on how important it is to set the tone and goals of a building. Leaders are encouraged to start with culture in order to impact any change. The culture of the school needs to be the focus and driving force behind all decisions. Our vision is to inspire and challenge students to demonstrate two years of growth in one year's time. In order for this vision to be acuated teachers, students and families need to be consistently held to high expectations. It is, for this reason, we are choosing this as our major improvement strategy. We are asking students who have not been pushed to their full potential to shift the way they and their families think about growth and achievement. In order for this shift to be successful, it needs to be evident that all members of our organization are demonstrating this same laser focus on student achievement and what it will take for students to experience the desired growth.

Associated Root Causes:



Staff turn over:

By not having consistent staff working with students, gaps are inherent



Prior accountability was inconsistent:

leadership and model changes left parents and students in the air about expectations

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Core Belief exercises	actively discuss the alignment of core beliefs to actions	07/24/2019 05/23/2020 Weekly	Administration and teacher leaders	



Attendance incentives

Provide incentive for staff perfect attendance

09/01/2019
07/01/2020
Monthly

Teachers, Admin





Habits of Success

Train staff and implement with students on the Habits of Success and Learning to Learn curriculum

09/06/2019
09/20/2020
Monthly

CEO, Admin, Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Instructional Delivery	K-7: Teachers will build common understandings around Standards Based Teaching and commit to creating structured lesson plans. Focused aligned learning objectives and Demonstration of Learning for every lesson. Differentiation based on DOL daily data using the LSAE model.	07/24/2019 06/07/2020	Planning Days Data Meetings PLCs	CEO, Administrators and Teachers	
 Strengthen the home to school connection	Host academic awards ceremonies and make and take math and literacy nights to continue building the school to home connection. Reinforcing that a high-performance culture requires the collaboration of all stakeholders.	09/17/2019 05/31/2020	\$687 of Title 1A Parent budget to host family events.	Parents, students, teachers and administration.	



Implement the LSAE model with fidelity

What will success look like: Student achievement scores will demonstrate 1.7 years growth in 1 years time. 75% of teachers will be proficient or higher on the Spot Observation form by the mid-year review. 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. Coperni 2 will receive a proficient or higher score on the LSAE personalized learning rubric assessed in May 2020. [The CEO, Executive Director of Schools, and the School Leadership Team will each score the school; the final score will be an average of the three scores.]

Describe the research/evidence base supporting the strategy and why it is a good fit: The “LSAE” model is designed to differentiate instruction and provide the

support and challenges students in order to advance their knowledge and skills to the next level. Research has shown for years that students do better when they are appropriately challenged to experience success yet be “stretched” in their thinking. Research would also say this has been a major challenge in traditional classrooms. Without the proper structure or tools, even the best teachers have a hard time properly supporting the learning of all the skill levels in their classrooms. When our model is properly implemented it takes the chance out of differentiating. The process provides those students who need it most more time with their teachers while continuing to challenge those students who are ready for more advanced applications. The school is engaged in the ongoing identification and placement of students throughout the school year into flexible groupings attentive to the specific skill needs of students in Tier I instruction as well as Tier II and Tier III interventions.

Associated Root Causes:



Inconsistent model of instructional delivery:

With the system turn over students received multiple models of instruction with varying points of emphasis in the past two years.



Low compensation schedule attracted less experienced and skilled teachers.:

The salary for teaching staff

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Development on differentiation	Train teachers on how to differentiate into 4 levels daily	07/24/2019 11/17/2020 Weekly	CEO, Administration	
 Implement and assess the LSAE rubric	Implement and assess the learning LSAE personalized learning rubric	07/24/2019 05/10/2020 Monthly	Administrators	



Leveled supports of instruction and intervention

The school is engaged in the ongoing identification and placement of students throughout the school year into flexible groupings attentive to the specific skill needs of students in Tier I instruction as well as Tier II and Tier III interventions. Special emphasis on early literacy.

08/01/2019
05/31/2020
Weekly

Teachers, Administration



Early Literacy Focus-partnerships

Provide opportunities for parent and community partnerships, resources and informational services. Working together on improving literacy.

08/01/2019
05/31/2020
Quarterly

Admin, teachers, parents, community partners

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 LSAE Rubric	2-7: LSAE rubric will be used to provide feedback. Provide professional development at monthly network days.	08/01/2019 05/31/2020	LSAE Rubric	Administrators, Teachers	
 Professional Development/Coaching	K-7: Provide professional development through PLCs, one-on-one instructional coaching meetings, Network PD days.	08/01/2019 05/31/2020	Network supports and training, best practices resources.	Administrators, Teachers	
 Individualized instruction	K-7 students receive individualized instruction based off benchmark data, NWEA and Dibels.	08/01/2019 05/31/2020	\$46,340 of Title 1A money is allocated towards salaries to allow individualization and intervention.	Interventionists, teachers, learning coaches	
			RTI process,		



Tier I, II, and III supports

Students received leveled supports as needed to address academic needs.

08/01/2019
05/31/2020

student learning plans, reading interventions, leveled resources, SPED supports, ELD supports, ALP resources, 504 plans.

Admin, teachers, SPED teacher



PLC

There is weekly common planning time for ongoing teacher collaboration with a focus on attending to students' specific academic needs through an ongoing analysis of data and the provision of instructional strategies.

08/01/2019
05/31/2020

Professional Development training, data analysis training and data assessments.

Admin, teachers



Increase Parent and Community Engagement

What will success look like: Coperni 2 administrators and teachers will implement opportunities for parent and community involvement in the student's educational process. There will be common practices implemented to increase the level of communication with parents. This will be accomplished through monthly newsletters, maintaining a facebook page, flyers sent home for special events. Teachers will communicate updates on student performance through student learning plans and conferences as well as anecdotal updates. Parent and community engagement opportunities will be provided including parent and community nights, activity week, awards nights and the student accountability committee. Success will be measured through improved parent and community involvement in activities.

Describe the research/evidence base supporting the strategy and why it is a good fit: Coperni 2 is focussing on improving reading and math for our students. Research has shown that family involvement in this process can assist students in making gains faster. Community partners can also assist in this process by assisting students in making connections to their learning, and assisting in providing additional practice of their skills.

Associated Root Causes:



Prior accountability was inconsistent:





leadership and model changes left parents and students in the air about expectations



Inconsistent model of instructional delivery:

With the system turn over students received multiple models of instruction with varying points of emphasis in the past two years.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Ongoing communication	strategies to keep parents in the loop	07/01/2019 05/31/2020 Monthly	Admin, Teachers	
 Early Literacy communication	Special attention in the Student Learning plans for K-3 students to literacy needs and supports. Communicate opportunities to participate in Literacy enhancing practices and events.	08/01/2019 05/31/2020 Quarterly	Admin, teachers, parents	
 Parent Engagement Events	Math and Literacy Nights, Awards Nights, Parent conferences, community BBQ.	09/20/2019 05/31/2020 Quarterly	Admin, Teachers, Parents	
 Activity Week and Math And Lit Nights	Community agencies, parents and volunteers provide unique or entertaining learning experiences for students through on and off school grounds.	10/04/2019 02/11/2020 Quarterly	Admin, Community partners, parents, volunteers	

Individualized plans developed for all students from math and



literacy assessment data to assist students in setting and achieving individual academic goals. Discussed with parents at conferences and as needed for updates.

10/18/2019
05/31/2020
Quarterly

Teachers, students

Student Learning
Plans



School Accountability Committee (PAC) meetings

11/01/2019
05/31/2020
Quarterly

Principal, admin, parents, teacher

SAC/PAC
committee

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Various
communication
styles

Methods include: flyers, memos, banners, signs, door hangers, newsletters, report cards, progress reports, Facebook, letters, Web sites, text messaging, and email messages to communicate with parents.

07/15/2019
05/31/2020

Class Dojo,
newsletter
program, flyer
creation program.

Administration,
teachers



Monthly
Newsletters

Monthly newsletters for parents and community members regarding important dates, events and partnership opportunities

08/01/2019
05/31/2020

Newsletter
program, email list

Administration



Class updates

updates about important class assignments, events, field trips, behaviors and volunteer opportunities.

08/01/2019
05/31/2020

Class Dojo, email,
newsletters

Teachers



SLP Development

Teachers collaborate regarding student data and establish academic goals.

08/01/2019
10/20/2020

NWEA, DIBELS,
DOL, TS Gold
Data

Teachers and
students



Events for parent participation

Math and Literacy night fall and spring, awards night winter and spring, activity weeks for parent and community engagement fall and winter, Back to School night in the fall, conferences fall and spring, SAC meetings, volunteer opportunities, library partnership activities, and take home practice work and resources lists.

08/01/2019
05/29/2020

Make and take activities, library resources list, local resources list, websites and activity list, handouts, SLP and conference information, academic award criteria.

Admin, teachers, parents, community members.



Math and Lit Nights

Evening of make and take activities for parents and students to participate together with teachers and other students. Activities can be taken home to continue engagement. Outside agencies like the library also attend.

09/17/2019
04/22/2020

make and take activities, CDE website information of additional resources, library resource list, books for leave one/take one table.

Admin, teachers, community partners



SLP discussions at Conferences

Parents discuss and sign off on academic goals and plan for progress.

10/21/2019
05/31/2020

Data, SLP plans, academic supports

Teachers and parents

School Target Setting



Priority Performance Challenge : Students are performing below state and national averages in reading



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Goal 1 – Reading proficiency Goal 1a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for English Language Arts will exceed 55 for fourth, fifth, sixth, and seventh grades. Goal 1b: In the 2019-2020 school year, Coperni 2’s students will surpass the percentage of D11 students who meet or exceed expectations on the CMAS exam for English Language Arts by at least 7 percentage points. Goal 1c: In the 2019-2020 school year, Coperni 2 students will grow 1.8 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-7. Goal 1d: In the 2019-2020 school year, 85% of the students in grades K-3 will demonstrate typical or above typical growth in DIBELS at the end of the year.

2020-2021: Goal 1 – Reading proficiency Goal 1a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for English Language Arts will exceed 55 for fourth, fifth, sixth, and seventh grades. Goal 1b: In the 2019-2020 school year, Coperni 2’s students will surpass the percentage of D11 students who meet or exceed expectations on the CMAS exam for English Language Arts by at least 7 percentage points. Goal 1c: In the 2019-2020 school year, Coperni 2 students will grow 1.9 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-7. Goal 1d: In the 2019-2020 school year, 85% of the students in grades K-3 will demonstrate typical or above typical growth in DIBELS at the end of the year.

INTERIM MEASURES FOR 2019-2020: Goal 1 – Reading proficiency Goal 1a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for English Language Arts will exceed 60 for fourth, fifth, sixth, and seventh grades. Goal 1b: In the 2019-2020 school year, Coperni 2’s students will surpass the percentage of D11 students who meet or exceed expectations on the CMAS exam for English Language Arts by at least 7 percentage points. Goal 1c: In the 2019-2020 school year, Coperni 2 students will grow 2.0 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-7. Goal 1d: In the 2019-2020 school year, 85% of the students in grades K-3 will demonstrate typical or above typical growth in DIBELS at the end of the year.

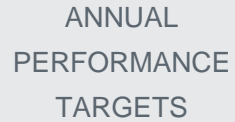


Priority Performance Challenge : Students are performing below state and national averages in math.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

**ANNUAL
PERFORMANCE
TARGETS**

2019-2020: Goal 2 – Math proficiency Goal 2a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for Math will exceed 55 for fourth, fifth, sixth, and seventh grade. Goal 2b: In the 2019-2020 school year, Coperni 2’s students will meet or exceed the state average for the percentage of students who meet or exceed expectations on the CMAS exam for Math. Goal 2c: In the 2019-2020 school year, Coperni 2 students will grow 1.8 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

2020-2021: Goal 2 – Math proficiency Goal 2a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for Math will exceed 58 for fourth, fifth, sixth, and seventh grade. Goal 2b: In the 2019-2020 school year, Coperni 2’s students will meet or exceed the state average for the percentage of students who meet or exceed expectations on the CMAS exam for Math. Goal 2c: In the 2019-2020 school year, Coperni 2 students will grow 1.9 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

INTERIM MEASURES FOR 2019-2020: Goal 2 – Math proficiency Goal 2a: In the 2019-2020 school year, Coperni 2’s median growth percentile on the CMAS exam for Math will exceed 60 for fourth, fifth, sixth, and seventh grade. Goal 2b: In the 2019-2020 school year, Coperni 2’s students will meet or exceed the state average for the percentage of students who meet or exceed expectations on the CMAS exam for Math. Goal 2c: In the 2019-2020 school year, Coperni 2 students will grow 2.0 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.
