

Colorado's Unified Improvement Plan for Schools

STEM School Highlands Ranch UIP 2022-23 | **School:** STEM School Highlands Ranch | **District:** Douglas County Re 1 | **Org ID:** 0900 | **School ID:** 5259 |
Framework: Performance Plan: Low Participation | **Draft UIP**

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Executive Summary



Priority Performance Challenges

- *Academic Achievement: Disaggregated Groups*



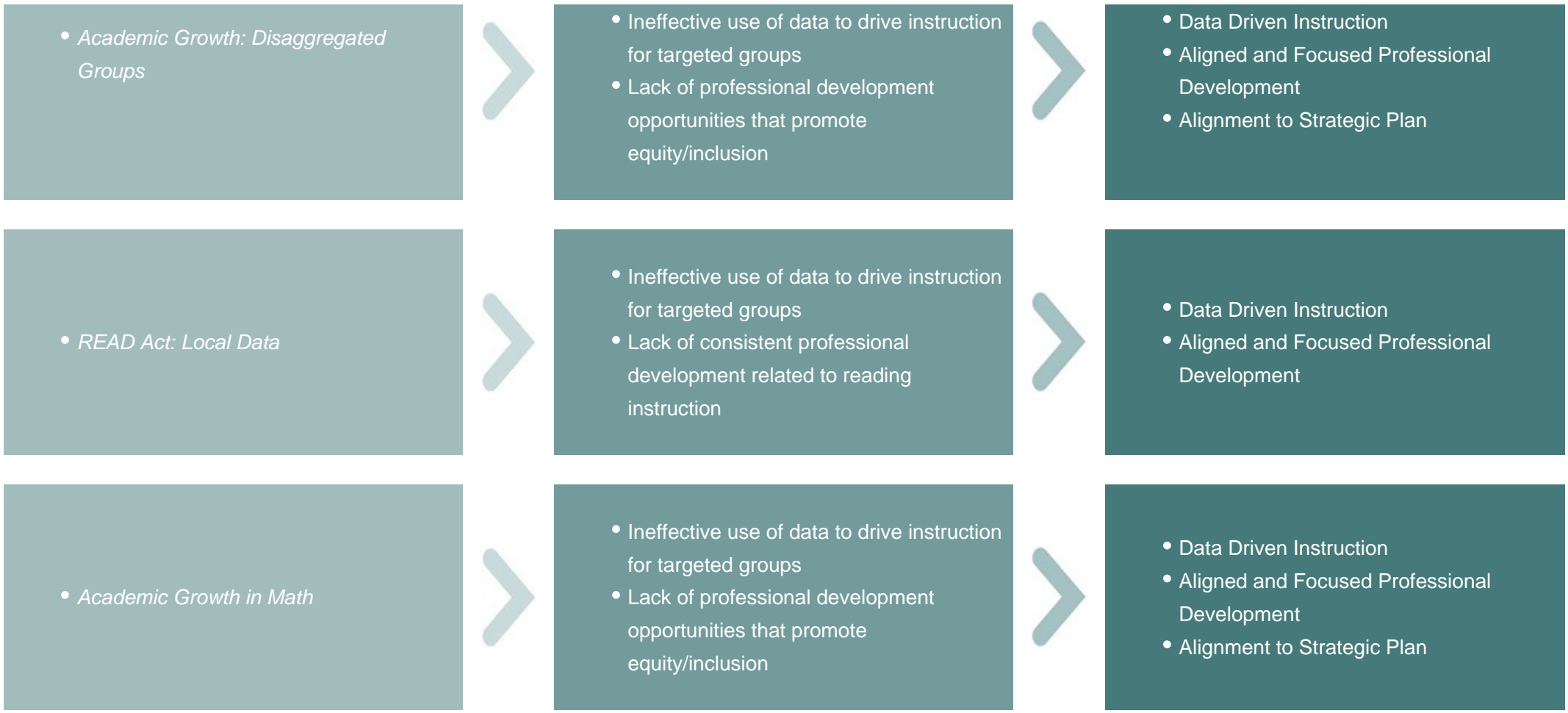
Root Cause

- Ineffective use of data to drive instruction for targeted groups
- Lack of professional development opportunities that promote equity/inclusion



Major Improvement Strategies

- Data Driven Instruction
- Aligned and Focused Professional Development
- Alignment to Strategic Plan



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

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

STEM School, located in Highlands Ranch, Colorado educates approximately 575 elementary students, 500 middle school students and 500 high school students. STEM School has expanded over the past few years since opening its doors in 2011. During the 2016-17 school year, we expanded the campus and added kindergarten through 4th grade. Our student profile includes approximately 22.1% gifted and talented students, 41.5% ethnically diverse students, 7% English Language Learners, 7% of the student body receives special education services, and 6 % of students receive free and reduced lunch. Furthermore, there are over 500 students on the waitlist expressing interest in attending STEM School.

The process for developing the UIP includes an analysis of the School Performance Framework and goal setting based on this data. In addition to the SPF, local data such as iReady assessments in math and language arts, and demographic data analysis provide a deeper look into the sub population groups at the school and achievement and growth data related to these populations. The School Accountability Committee (made up of parents, teachers, administration, and the community member), and additional school leadership groups, collaborate on the developing the UIP based on the mission and vision of the school. We set goals with the Leadership Team that align with our data. We involve teachers throughout the process through continuous feedback from our monthly staff feedback surveys and through ongoing professional development focusing on these school initiatives and data driven instruction.

Student achievement and growth data are investigated at the whole school level, department level, grade level, and individual teacher and student level. A body of data is included in the analysis which includes state achievement and growth data, local data such as iReady literacy and mathematics data, and MAPs science data. Teachers (consisting of both department leadership, grade level and content teachers) meet to discuss the trends and identify root causes for the results. Each team develops goals that align with the data and sets an action plan with benchmark analysis throughout the year.

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).

During the 2021-22 school year, COVID continued to play a role in the academic programming that student received due to student absences and continued access to online programming, as needed. As with the majority of schools and districts, Academic Achievement dropped in some areas. Academic Growth continues to be a challenge to measure as our numbers of students in some disaggregated groups (English Learners, Students with Disabilities and Free/Reduced Lunch Eligible) are below the number of students counted in the data. In addition, growth has been a challenge to track, as a result of the testing pause in 2020 and the limited CMAS testing in 2021.

Through these challenges, the school was able to focus on the Major Improvement Strategies, including Aligned and Focused Professional Development, Alignment to the Strategic Plan, and Data Driven Instruction. We recognize that we were not able to implement these strategies at the same level but feel that it was a productive first year of implementation.

Areas in which we Meet/Exceeds with regards to Student Achievement include the following:

Academic Achievement: Elementary ELA All Students, English Learners, Free/Reduced Lunch Eligible, and Minority Students

Academic Achievement: Elementary Math All Students, English Learners, and Minority Students

Academic Achievement: Middle School ELA All Students, English Learners, Free/Reduced Lunch Eligible, and Minority Students. Although we did not meet the target for Students with

Disabilities, we did increase by 34 percentile points for this group.

Academic Achievement: Middle School Math All Students, and all demographic populations. We increased by 24 percentile points in the area of Students with Disabilities and this

population now falls in the Meets Category.

At the High School Level, we Exceed in Achievement in all areas.

Areas in which we Meet/Exceed with regards to Academic Growth include the following:

Academic Growth: Elementary ELA Minority Students. Although we dropped by 8 percentile points in the category of All Students in ELA, our continued focus on professional

development related to reading/writing instruction, and the adoption of a new language arts program will be a continued focus.

Academic Growth: Elementary Math Minority Students. Students decreased by 21 percentile points in math growth which will continue to be a focus in our professional development

strategies for the upcoming school year.

Academic Growth: Middle School ELA English Learners, and Minority Students. Although the overall student group decreased by 3 percentile points in ELA, there continues to be a

need for focusing on the Academic Growth of Students in ELA at this level.

Academic Growth: High school students in EBRW and Math. Although the number of students reported in demographic populations, is not calculated due to small size, Minority

students in EBRW will continue to be a focus.

An additional area of strength is related to the Postsecondary and Workforce Readiness areas. Our High School students exceed in all of these areas. We met the target goal with the

category of drop out rates.

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

Upon review of the Achievement and Growth data we will be making the following adjustments to our goals but the overall Major Improvement Strategies will remain a focus for the 2022-23 school year.

Elementary Academic Achievement in English Language Arts specific to Students with Disabilities

Elementary Academic Achievement in Math specific to Students with Disabilities and Free/Reduced Lunch Eligible

Elementary Growth in English Language Arts for All Students

Elementary Growth in Math for All Students

Middle School Academic Achievement in English Language Arts specific to Students with Disabilities

Middle School Growth in English Language Arts for All Students

High School Growth in English Language Arts specific to Minority Students

As stated, we will continue to focus on Data Driven Instruction, Alignment to the Strategic Plan, and Aligned Professional Development that supports these goals.

Current Performance

- The following narrative describes the current performance for each of the school levels (elementary, middle and high school).

Elementary School:

STEM Elementary Academic Achievement data (CMAS, 2022) indicates that all elementary students earned an 'exceeds' rating in the area of English Language Arts and Math. Elementary Academic Growth data indicates that all students earned "approaching" ratings in English Language Arts students earned "approaching" ratings in Math. This is a decrease in Growth since 2019.

STEM Elementary School English Language Arts Academic Achievement data related to students eligible for free/reduced price lunch and English Learners, indicates a "meets" rating, on the School Performance Framework. English Language Arts Academic Achievement data related to students with disabilities indicates an "approaching" rating at the 48th percentile on the School Performance Framework. Elementary Math Academic Achievement data related to students with disabilities indicates an "approaching" rating at 48th percentile and Free/Reduced Lunch Eligible at 23rd percentile on the School Performance Framework.

Middle School:

All STEM Middle School students earned 'exceeds' ratings in the area of English Language Arts and Math for Academic Achievement. STEM Middle School students earned 'meets' ratings in the area of English Language Arts, related to students receiving free/reduced lunch and English Learners. STEM Middle School students earned a "meets" ratings in the areas of free/reduced lunch eligible and Students with Disabilities in Math. STEM minority students and English Learners earned a rating of "exceeds" in the area of Math.

STEM Middle School earned 'approaching' in the area of Academic Achievement in English Language Arts, related to students with disabilities at the 42nd percentile as indicated on the School Performance Framework.

STEM Middle School earned 'approaching' in the area of Academic Growth in English Language Arts as indicated on the School Performance Framework. STEM Middle School students earned "meets" in the area of Academic Growth in English Language Arts, related to English Learners and Minority Students as indicated on the School Performance Framework.

STEM Middle School earned 'approaching' in the area of Academic Growth in Math across most demographic groups and All Students (60th percentile).

High School:

The 2022 School Performance Framework (SPF) indicates STEM High School was rated as "exceeds" in the areas of PSAT Evidence-Based Reading & Writing, PSAT Math, and Science. High School students also earned "meets" ratings for the majority of areas of related to Academic Growth. High School minority students earned and "approaching" rating at the 48th percentile.

STEM High School earned "meets" in the area of Academic Growth in Math as indicated on the School Performance Framework.

STEM Post Secondary and Workforce Readiness data indicates that STEM High School student exceed in all of the target areas.

READ ACT K-3:

During the 2021-22 school year, iReady assessments were administered to K-3 students in the fall, winter and spring. Benchmark data includes assessment of all K-3 students, identification of students with literacy gaps, and the creation of READ Plans. During the 2018-19 school year, 51 Elementary STEM students were on READ Plans, representing 10% of the elementary population. During the 2019-2020 school year, 59 Elementary STEM students were on READ Plans, representing 11% of the population. 6% of the students were K-3rd grade, the remaining students are in grades 4 and above.

During the 2020-21 school year with 568 total students, 3% of the population are K-3 students (17) on READ Plans, and 6% of the population are 4th and 5th graders on READ Plans. During the 2021-2022 school year, 57 Elementary STEM students were on READ Plans, representing 9% of the population K-5 and 9% of the population are in grades K-3.

READ Plans K-8

Data indicates that the majority of READ Plan students are at the 3d - 5th grade levels over the past several years. A specific focus on Guided Reading instruction across K-5 has been in place during the 2020-22 school years in order to identify the specific gaps in literacy and address the gaps with specific targeted interventions. Every elementary teacher received professional development in the area of guided reading instruction at the beginning of the school year. In addition, the implementation of a new literacy core program, Benchmark Literacy Workshop, was piloted with the full implementation planned for 2022-2023 school year. The STEM School uses iReady online instruction as the primary intervention for READ students across K-8. The following data shows the number of READ plan students per grade level from 2018-2022. In addition, small group targeted instruction is implemented every day within the literacy block of instruction.

LOCAL DATA: iReady Reading and Math

Our mid year data suggests that students are increasing reading skills across the majority of grades.

The following represents Local Data using iReady for the 2021-22 School Year:

READING: % of students meet/exceeding grade level

Reading	Fall 2021	Spring 2022
K	42	94
1	38	78
2	49	85
3	79	94
4	56	73
5	57	78
6	62	65
7	75	74
8	72	81
9	71	73
10	60	52
11	54	58
12	40	26

Local Data consists of iReady administered in Kindergarten through 12th grade classrooms at the beginning of the year (FALL), mid year (WINTER) and end of the year (SPRING) in the areas of Reading and Math. MAPs (NWEA) assessments include Science in 3rd through 8th grade levels. The following table depicts some of the benchmark data collected during the 2021-22 school year.

The following represents Local Data for math using iReady during the 2021-22 School Year

Math: % of students meet/exceeding grade level

Math	Fall 2021	Spring 2022
K	33	91
1	30	75
2	46	67
3	47	79
4	41	62
5	57	75
6	62	65
7	75	74
8	72	81
9	71	72
10	60	52
11	54	58
12	40	26

Overall, STEM School students are making gains in the areas of Math and Reading. Students are consistently higher than national and district norms. We are continually monitoring the achievement of students in these areas in order to provide for potential gaps in student learning.

Trend Analysis



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

Elementary, Middle, and High School students are staying consistent in English/Language Arts Academic Achievement on CMAS during the 2019-22 timeframe.



Trend Direction: Stable then decreasing

Performance Indicator Target: Academic Growth

Elementary, Middle, and High school students have slightly declined in Academic Growth on the English Language Arts CMAS during the 2019-22 timeframe.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

Elementary students receiving free/reduced lunch, have increased and decreased in the area of Academic Growth in Math as measured on the CMAS during the 2019-22 time frame. This is a notable trend growth for this group.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

High school students have decreased and then increased in the area of Postsecondary & Workforce Readiness as measured by PSAT/SAT during the 2019-22 timeframe.



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

Elementary students with disabilities and free and reduced lunch, have decreased achievement in the areas of English Language Arts and Math as measured on the CMAS during the 2019-22 time frame. This is a notable trend as achievement in these disaggregated groups has declined.



Trend Direction: Increasing

Performance Indicator Target: Disaggregated Growth

Middle school minority students and students on free and reduced lunch, have increased growth in the areas of Math as measured on the CMAS during the 2018-22 time frame. This is a notable trend as growth has increased in these groups over the past three years.

Additional Trend Information:

Overall STEM School is continuing to demonstrate strong performance with regard to Academic Achievement. All levels (elementary, middle, and high schools) were rated as exceeds in English Language Arts and Math.

Elementary School: In the area of English/Language Arts, most English Language Learners and minority student subgroups exceeded academic achievement benchmarks. In Math, English Language Learners, minority students, and Free/Reduced Lunch student subgroups exceeded academic achievement benchmarks, thus demonstrating a trend increase in these areas. On the 2019 assessments, STEM elementary students exceeded academic achievement benchmarks in Science.

Middle School: After reviewing performance of STEM MS for the past several years, it is clear the overall academic achievement level is increasing. STEM MS students met academic achievement benchmarks in English/Language Arts. However, compared with the 2019 test scores, STEM MS students improved and exceeded academic benchmarks in English/Language Arts and Math. For the 2019 assessments, STEM MS students exceeded academic achievement benchmarks in Science.

High School: In prior years STEM HS students exceeded academic achievement benchmarks in reading, writing, and math assessments. With the change to PSAT/SAT, the HS students continued with this trend by exceeding academic benchmarks in English/Language Arts, Math, and Science.

Academic Growth:

Elementary School: Academic growth data for the elementary school shows an increasing trend. CMAS data during the 2016-17 school year indicated "approaching" in math and with minority students, and overall has increased to a "meets" rating on the 2019 CMAS.

Secondary:

In 2017, Middle School Free/Reduced Lunch and Minority student subgroups "approached" the academic growth benchmarks on the math and English/Language Arts assessments. Students with disabilities were given an "approaching" rating for writing. There were too few students tested in the other subgroups to get ratings.

Overall, the STEM HS students in total exceeded academic growth on the English/Language Arts and Math assessments which is a continued trend.

Postsecondary Workforce Readiness

From the past two years, this rating has been on a steady increase. During the 2016 school year, the school "meets" the benchmark, during the 2017 school year the school "exceeded" the benchmark and during the spring of 2018, the school "exceeded" the benchmark in all areas with all students. The graduation rate at STEM has also been on an upward trend moving from 96.3% to 98.1% in the past two years.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement: Disaggregated Groups

Improving the Academic Achievement of our students with disabilities and free and reduced lunch students will be a priority improvement challenge.



Root Cause: Ineffective use of data to drive instruction for targeted groups

Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and stakeholders. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.

Root Cause: Lack of professional development opportunities that promote equity/inclusion

A lack of professional development focusing on targeted populations was selected as a major root cause for this priority improvement challenge after analysis of internal and external data and a review by the leadership team, data leaders, and stakeholders. We plan to address this area through the development of a clear, concise, professional development plan which includes a focus on equity and inclusion. Full implementation will be incorporated by Spring 2023.



Priority Performance Challenge: Academic Growth: Disaggregated Groups

Improving the Academic Growth of our students receiving free and reduced lunch and minority students will be a priority improvement challenge.



Root Cause: Ineffective use of data to drive instruction for targeted groups

Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and stakeholders. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.

Root Cause: Lack of professional development opportunities that promote equity/inclusion



A lack of professional development focusing on targeted populations was selected as a major root cause for this priority improvement challenge after analysis of internal and external data and a review by the leadership team, data leaders, and stakeholders. We plan to address this area through the development of a clear, concise, professional development plan which includes a focus on equity and inclusion. Full implementation will be incorporated by Spring 2023.



Priority Performance Challenge: READ Act: Local Data

All Kindergarten through third grade students are identified and placed on READ plans if not achieving benchmark goals. Improving the literacy achievement and growth for all students is a priority improvement challenge.



Root Cause: Ineffective use of data to drive instruction for targeted groups

Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and stakeholders. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.



Root Cause: Lack of consistent professional development related to reading instruction

A large number of new staff at the K-3 level was hired during the 2019-20 school year. With new staff, a need for collaborative, consistent professional development related to guided reading strategies is necessary. We are addressing this need by providing specific focused professional development and the implementation of an additional core reading program and intervention with full implementation by the 2022-23 school year.



Priority Performance Challenge: Academic Growth in Math

Improving the Academic Growth of all middle school students in math will be a priority improvement challenge.



Root Cause: Ineffective use of data to drive instruction for targeted groups

Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and stakeholders. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.



Root Cause: Lack of professional development opportunities that promote equity/inclusion

A lack of professional development focusing on targeted populations was selected as a major root cause for this priority improvement challenge after analysis of internal and external data and a review by the leadership team, data leaders, and stakeholders. We plan to address this area through the development of a clear, concise, professional development plan which includes a focus on equity and inclusion. Full implementation will be incorporated by Spring 2023.

Magnitude of Performance Challenges and Rationale for Selection:



STEM School Highlands Ranch was given a **Performance** rating on the 2018 School Performance Framework (SPF) however Low Participation was also denoted.

STEM Middle and Elementary School:

For the purpose of identifying performance challenges, we will look at combined data for Elementary, Middle and High School students. Our disaggregated data shows students scored at 'approaching' in several areas such as academic achievement and growth.

Priority Performance Challenge: Academic Achievement - ELA and Math- Students with Disabilities

Elementary ELA, Students with Disabilities, Academic Achievement, - Approaching

Elementary Math, Students with Disabilities, Academic Achievement - Approaching

Middle School ELA Students with Disabilities, Academic Achievement - Does Not Meet

Middle School Math Students with Disabilities, Academic Achievement - Approaching

Priority Performance Challenge: Academic Growth - ELA and Math - Free/Reduced Lunch Eligible & Students with Disabilities

Middle School ELA , Free/Reduced Lunch Eligible, Academic Growth - Approaching

Middle School ELA, Students with Disabilities, Academic Growth - Does Not Meet

Middle School Math All Students, Free/Reduced Lunch Eligible, Minority Students, and Students with Disabilities, Academic Growth - Approaching

READ Act

As an elementary and middle school, a number of students are participating in READ Plans that indicate specific student goals to improve their reading skills and bridge gaps in their learning. All students in grades K-3 will participate in assessments that show their understanding of reading standards and interventions applied to assist student in their learning. Although we are making gains in reading achievement, we are not closing the gap at the levels we would hope. During the 2020-21 school year, we have focused on providing consistent professional development for K-5 teachers related to literacy instruction. All literacy teachers are completing the CDE Literacy training in addition to specific Guided Reading instruction in the building.

Postsecondary & Workforce Readiness High School

High School Students, students with Disabilities, Math PSAT/SAT, Approaching

The SPF indicates STEM School high school student dropout rate is .3%. Free/Reduced Lunch eligible students have a dropout rate of 2.8%. This is the first year that the drop out rate has increased for this demographic. Although it is not a trend, a focus on free/reduced lunch eligible students is being implemented through the MTSS/RTI processes that were put in place at the beginning of the 2020-21 school year.

Academic Growth: Math (All Students)

Middle School Students, in the area of Math, are approaching in the area of Academic Growth as a group. This is a priority improvement challenge as math achievement is at an "exceeds" rating. This data suggests that the overall student body of middle school students are making gains in achievement, but that a gap exists in the area of growth.

Magnitude of Root Causes and Rationale for Selection:



Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and teachers. As a school, we have been reviewing and refining our data driven instruction process across the K-12 continuum. We have trained teachers in the ATLAS Protocol through modeling with the overall school data and training a small group of department leaders. We have also provided support to these leaders as they work with their departments to dig into specific content data and create goals for each team. We recognize that various teams were using different protocols in the past and have intentionally focused on a common tool that can provide consistency across the school with all groups. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.

We have found a lack of consistent professional development among the K-3 teachers with regards to literacy instruction. During the 2019-20 school year, there was a transition of new staff in the elementary. With new staffing, comes a need for purposeful professional development. We identified a gap in Guided Reading strategies and focused on providing collaborative professional development opportunities to support this root cause. We addressed this issue during the 2020-22 school years by providing specific Guided Reading professional development in the summer of 2020 and the entire 2021-22 school year. We are continuing to address this need with full implementation by the Spring of 2023.

Action Plans

Planning Form



Data Driven Instruction

What will success look like: STEM School teachers will engage in the development of data-driven instruction to identify and address student needs within the classroom.




Associated Root Causes:



Ineffective use of data to drive instruction for targeted groups:

Ineffective use of data to drive instruction for targeted groups was selected as the major root cause for this priority improvement challenge after analysis of internal and external data and review by our leadership team, data leaders, and stakeholders. We plan to address this during each professional development day during the 2020-2022 school year with full implementation by the Spring of 2023.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 MTSS/RTI Student Meetings	Teachers and specialized staff members meet to discuss students in the MTSS/RTI process	08/09/2022 05/25/2023 Weekly	teaching staff, support staff, administration	Partially Met
 Evaluation of Co-Teaching Model and Schedules	An evaluation, utilizing data, will be conducted to determine the effectiveness of the current special education model being implemented. Modifications will be implemented based on the student needs and in collaboration with the teaching teams. The current secondary schedule provides for an additional reading and math course at the middle school level, that provides students additional support. This class is cotaught with an LSS provider.	08/09/2022 05/25/2023 Quarterly	classroom teachers, support staff, administration	Partially Met
 Benchmark Data Collection	All students are assessed through iReady Diagnostic Assessments in math and literacy three times during a school year. Instructional staff use data to target student academic needs on a monthly basis through regular Data Discussions.	08/16/2022 05/25/2023 Monthly	teaching staff, support staff, administration	Partially Met
 Progress Monitoring READ Plan Goals	Staff that support READ plan students use the iReady Online instruction intervention to meet the individual goals of each student. Progress monitoring is documented every 6 weeks.	09/01/2022 05/25/2023 Monthly	teaching staff, support staff, administration	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Evaluation/Implementation of Literacy Programming	An evaluation and implementation of the core literacy programming is necessary to determine alignment to the needs of students.	01/10/2022 05/27/2021	Core program materials and data sets of reading growth and achievement.	Administrators, teachers, curriculum committee, READ Act Coordinator	In Progress
 Continued Implementation of Math Programming	Implementation of math programming is necessary to determine alignment to 2020 Standards and needs of students.	08/08/2022 05/25/2023	Core program materials and data sets of math growth and achievement. 2020 Standards	Administrators, teachers, curriculum committee, math consultant	
 Reading Intervention Training	All teachers with READ student will engage in implementing iReady, an intervention supporting students on READ plans.	08/10/2022 05/25/2023	iReady (Curriculum Associates) online Reading Instruction	READ Act Coordinator, administrators, teachers, coaches	In Progress
 READ Plan	K-3 teachers will engage in the identification and progress monitoring of students identified on READ Plans.	08/15/2022 05/25/2023	iReady Diagnostic Assessment, IReady Intervention training	Administrators, teachers, READ Act coordinator, data teams	In Progress
 Data Team Meetings	Teachers will engage in school-wide professional development opportunities that will support their implementation of data driven instruction.	09/10/2022 05/25/2023	Data Investigation Protocol (ATLAS), Instructional resources, Data sets that identify student achievement/growth.	Administrators, teachers, logistics leaders, coaches	In Progress



Aligned and Focused Professional Development

What will success look like: STEM School teachers will engage in cohesive professional development opportunities to increase the academic supports of students. The 2021-23 school years will include professional development related to Problem Based Learning, Data Driven Instruction, and Social Emotional Learning. With a clear focus on these areas, students in all demographic populations will be provided with a consistent focus of instructional decision making which will lead to increased student achievement and growth.

Describe the research/evidence base supporting the strategy and why it is a good fit: A clear, focused professional development plan will provide alignment across the K-12 school and further support the staff in meeting the diverse academic needs of our students.

Associated Root Causes:



Lack of professional development opportunities that promote equity/inclusion:


A lack of professional development focusing on targeted populations was selected as a major root cause for this priority improvement challenge after analysis of internal and external data and a review by the leadership team, data leaders, and stakeholders. We plan to address this area through the development of a clear, concise, professional development plan which includes a focus on equity and inclusion. Full implementation will be incorporated by Spring 2023.



Lack of consistent professional development related to reading instruction:

A large number of new staff at the K-3 level was hired during the 2019-20 school year. With new staff, a need for collaborative, consistent professional development related to guided reading strategies is necessary. We are addressing this need by providing specific focused professional development and the implementation of an additional core reading program and intervention with full implementation by the 2022-23 school year.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Aligned	All professional development offerings will align to the school goals of Problem Based Learning, Data Driven Instruction, and Social Emotional Learning.	08/01/2022 06/01/2023 Weekly	Director of Professional Development, administrators, staff, coaches, logistics leaders	Partially Met

Professional Development Plan



Creation of a Teacher Care Model




The Teacher Care Model will provide new staff with a strong foundation of specialized training and support related to the three aspects of focus: Problem Based Learning, Data Driven Instruction and Social Emotional Learning.

08/01/2022
06/01/2023
Monthly

Director of Professional Development, Coaches, Mentors, Administrators

Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development Alignment	Teachers will engage in school-wide professional development opportunities that support implementation of Problem Based Learning, Data Driven Instruction, and Social Emotional Learning.	08/01/2020 06/01/2021	Canvas Professional Development Course, Survey Data from Staff Feedback Team,	Director of Professional Development, Administrators, coaches, logistics Leaders,	In Progress
 K-5 Guided Reading Professional Development	All K-5 teachers will engage in school-wide professional development focused on the implementation of Guided Reading Instructional practices that support the differentiated needs of all students.	08/01/2020 06/01/2021	Literacy Leaders training in Guided Reading, Canvas Professional Development Course in Guided Reading,	Coaches, Administrators, Literacy Leaders, Director of Professional Development	In Progress
 Instructional Coaching PD	Instructional coaches will engage in professional development opportunities that support implementation of Problem Based Learning, Data Driven Instruction, and Social Emotional Learning with classroom teachers.	08/01/2020 06/01/2021	Coaching Professional Development Sessions	Director of Professional Development, Coaches	In Progress



Alignment to Strategic Plan

What will success look like: In the spring of 2020, the School's Strategic Plan was adopted. A clear focus on the long term goals of the school, will provide cohesion across all stakeholders and in turn improve student achievement. The sub goals of the Strategic Plan that directly relate to an increase in student achievement include Parent Trust, the Teacher Care Model, Community Alignment, and Distributed Leadership.

Describe the research/evidence base supporting the strategy and why it is a good fit: Schools that have focused goals that are at the core of decision making, allow for all stakeholders to promote and support the school's mission and vision. With this goal all stakeholders (Board of Directors, administration, teachers, staff, students, and parents) will have a clear path to success for the current school year, and long term vision for upcoming school years.



Associated Root Causes:





Lack of professional development opportunities that promote equity/inclusion:

A lack of professional development focusing on targeted populations was selected as a major root cause for this priority improvement challenge after analysis of internal and external data and a review by the leadership team, data leaders, and stakeholders. We plan to address this area through the development of a clear, concise, professional development plan which includes a focus on equity and inclusion. Full implementation will be incorporated by Spring 2023.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Parent Trust	The purpose of this goal is to build trust between the parent community and the school through collaboration with teachers, administration, faculty, and staff. Whereas communications and procedures are presented in a way that parents can rely fully on the professional staff to handle.	08/01/2022 08/01/2024 Quarterly	Strategic Planning Team, Sub-Committee of Parent Trust Team, Administration, School Accountability Committee	Partially Met
 Teacher Care Model	The Teacher Care Model will provide new staff with a strong foundation of specialized training and support related to the three aspects of focus: Problem Based Learning, Data Driven Instruction and Social Emotional Learning.	08/01/2022 08/01/2024 Quarterly	Strategic Planning Team, Director of Professional Development, Coaches	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Teacher Support and Growth	Create a teacher care model that promotes growth and support in order to increase teacher retention, provide training and support for STEM teachers.	08/01/2022 08/01/2024	Strategic Plan focusing on Teacher Care Model, Distributed Leadership, and Parent Trust. Canvas Professional Development course for all staff and new staff needs.	Strategic Planning sub-committees, Coaches, Administrators, Staff Feedback Team	In Progress
 Community Building and Engagement	A focus on Parent Engagement in order to reduce barriers and provide consistent opportunities. A focus on communication and unified messaging in order to create alignment and transparency. Incorporate clear, comprehensive systems and procedures for teachers and parents. Provide opportunities for our community to interact: parents/teachers, parents/parents Create systems that care for our community.	08/01/2022 08/01/2024	Strategic Plan focusing on Teacher Care Model, Distributed Leadership, and Parent Trust. Communications Pathway	Strategic Plan subcommittee, Communications Manager, School Accountability Committees, Administrators, Parent Teacher Organization	In Progress

School Target Setting



Priority Performance Challenge : Academic Achievement: Disaggregated Groups



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2022-2023: STEM Elementary students with disabilities will increase Academic Achievement in Math from the 48th percentile to 55th percentile, as measured by the 2022-23 Math CMAS. STEM Elementary students that are Free/Reduced Lunch eligible will increase Academic Achievement in Math from the 23rd percentile to 50th percentile, as measured by the 2022-23 Math CMAS.

2023-2024: STEM Elementary students with disabilities will increase Academic Achievement in Math from the 55th percentile to 60th percentile, as measured by the 2023-24 Math CMAS. STEM Elementary students that are Free/Reduced Lunch eligible will increase Academic Achievement in Math from the 50th percentile to 60th percentile, as measured by the 2023-24 Math CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Elementary students with disabilities will increase Academic Achievement in Math from the 48th percentile to 55th percentile, as measured by the 2022-23 Math iReady Assessment. STEM Elementary students that are Free/Reduced Lunch eligible will increase Academic Achievement in Math from the 23rd percentile to 50th percentile, as measured by the 2022-23 Math iReady Assessment.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2022-2023: STEM Middle School students with disabilities will increase Academic Achievement from 42nd percentile to 52nd percentile, as measured by the 2022-23 ELA CMAS.

2023-2024: STEM Middle School students with disabilities will increase Academic Achievement from 52nd percentile to 62nd percentile, as measured by the 2023-24 ELA CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Middle School students with disabilities will increase Academic Achievement from 42nd percentile to 52nd percentile, as measured by the 2022-23 Reading iReady Assessment.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

2022-2023: STEM Elementary students with disabilities will increase Academic Achievement from 40th percentile to 55th percentile as measured by the 2022-23 ELA CMAS.

ANNUAL
PERFORMANCE
TARGETS

2023-2024: STEM Elementary students with disabilities will increase Academic Achievement from 55th percentile to 60th percentile as measures by the 2023-24 ELA CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Elementary students with disabilities will increase Academic Achievement from 40th percentile to 55th percentile as measures by the 2022-23 Reading iReady Assessment.



Priority Performance Challenge : Academic Growth: Disaggregated Groups



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: STEM Middle School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 ELA CMAS.

2023-2024: STEM Middle School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2023-24 ELA CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Middle School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 Reading iReady Assessment.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 ELA CMAS.

2023-2024: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2023-24 ELA CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 ELA iReady Assessment.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 Math CMAS.

2023-2024: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2023-24 Math CMAS.

INTERIM MEASURES FOR 2022-2023: STEM Elementary School students eligible for Free/Reduced Lunch and Students with Disabilities will increase Academic Growth from to as measured by the 2022-23 Math iReady Assessment.



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2022-2023: STEM High School minority students will increase Academic Growth from 48th percentile to 55th percentile as measured by the 2022-23 PSAT/SAT in Evidence Based Reading & Writing.

2023-2024: STEM High School minority students will increase Academic Growth from 55th percentile to 65th percentile as measured by the 2023-24 PSAT/SAT in Evidence Based Reading & Writing.

INTERIM MEASURES FOR 2022-2023: STEM High School minority students will increase Academic Growth from 48th percentile to 55th percentile as measured by the 2022-23 iReady Assessment.



Priority Performance Challenge : READ Act: Local Data



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: STEM Elementary school will decrease the percentage of students requiring reading intervention, thus closing the achievement gap, from 3% to 2% of the K-3 population, as measured by the READ Act data.

2023-2024: STEM Elementary school will decrease the percentage of students requiring reading intervention, thus closing the achievement gap, from 2% to 1% of the K-3 population, as measured by the READ Act data.

INTERIM MEASURES FOR 2022-2023: STEM Elementary school will decrease the percentage of students requiring reading intervention, thus closing the achievement gap, from 3% to 2% of the K-3 population, as measured by the READ Act data.



Priority Performance Challenge : Academic Growth in Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: ALL STEM Elementary School students will increase Academic Growth from 44th percentile to 54th percentile as measured by the 2022-23 Math CMAS.

2023-2024: ALL STEM Elementary School students will increase Academic Growth from 54th percentile to 64th percentile as measured by the 2023-24 Math CMAS.

INTERIM MEASURES FOR 2022-2023: ALL STEM Elementary School students will increase Academic Growth from 44th percentile to 54th percentile as measured by the 2022-23 Math iReady Assessment.