



Colorado's Unified Improvement Plan for Schools

UNION COLONY PREPARATORY SCHOOL UIP 2018-19 | School: UNION COLONY PREPARATORY SCHOOL | District: GREELEY 6 | Org ID: 3120 |
School ID: 8965 | Framework: Performance Plan: Meets 95% Participation | Draft UIP

Table of Contents

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

Executive Summary

If we...

IMPLEMENT AMERICAN READING COMPANY (ARC) FOR MIDDLE SCHOOL ELA CURRICULUM

Description:

Teacher ARC training and implementation of ARC curriculum by all middle school ELA teachers and all 6-11 study hall teachers. Reading time will become a normal part of the UCS school day.



PROVIDE PROFESSIONAL DEVELOPMENT FOR CULTURAL AND ECONOMIC DIVERSITY

Description:

Consistent and continuous professional development and school wide implementation of instructional strategies to meet the needs of sub aggregate groups



CONTINUE ALIGNMENT OF STANDARDS AND MATH CURRICULUM

Description:

The curriculum being taught in the classrooms will be aligned with the standards being assessed.



INITIATE NORTHWEST EVALUATION ASSESSMENT (NWEA) PROGRESS MONITORING

Description:

Staff will employ data driven instruction throughout the year to evaluate student growth and achievement through progress monitoring.



Then we will address...

ELA INTERVENTIONS

Description:

Incoming students lack necessary basic reading and writing skills. Implementation of intervention and differentiation programs/curriculum are needed to help students improve their reading and writing skills.



MATHEMATICS STANDARDS ALIGNMENT

Description:

Curriculum is not aligned with the standards that were being assessed.



CURRICULUM CONSISTENCY ELA

Description:

Lack of consistency of middle school ELA curriculum has created gaps in student basic skills. Curriculum needs to align with current standards.



CURRENT UNDERSTANDING OF CULTURAL AND ECONOMIC BARRIERS

Description:

Differences in staff perceptions of how to meet the needs of students of sub aggregate groups can effect learning and motivation.



PROGRESS MONITORING

Description:

Lack of valid and reliable student growth and achievement monitoring.



Then we will change current trends for students

ACADEMIC ACHIEVEMENT IN MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (ELA)

Description:

Middle school students, specifically grades 6 and 7, are below state expectations in English Language Arts.



ACADEMIC ACHIEVEMENT FOR SUB AGGREGATE GROUPS.

Description:

Sub aggregate groups (English Learners, free/reduced lunch, and Minorities) are below state expectations in overall achievement as well as school performance.



ACADEMIC ACHIEVEMENT IN MIDDLE SCHOOL MATHEMATICS

Description:

Middle school students, grades 6 and 7, are below state expectations in Mathematics.



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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: Jim Anderson

Mailing Street: 2000 Clubhouse Drive

Phone:(970) 673-4546

Name: Kevin Rouse

Mailing Street: 2000 Clubhouse Drive

Phone:(970) 673-4546

Title: Executive Director

Mailing City / State/ Zip Code: Greeley Colorado 80634

Email: janderson@unioncolonyschools.org

Title: Principal

Mailing City / State/ Zip Code: Greeley CO 80634

Email: krouse@unioncolonyschools.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Union Colony Preparatory School is a 6-12 public charter school located in Greeley, CO. The school uses a site-based decision-making process. The Faculty Council works with Union Colony's school board on all school policies and procedures.

In its twenty-second year of operation, UCPS had 434 students at the October 3 count. Just over 58.76% of those students are of a race other than white. 49.8% of the student population qualify for free or reduced lunch.

UCPS students are on an accelerated program where all students are prepared to take college level classes as requirements towards a high school diploma. Our vision encourages each student to become a compassionate, productive and contributing member of society with high academic and moral standards which are sustained by a commitment to excellence in all aspects of school life.

The Unified Improvement Plan was developed by reviewing the previous School Performance Framework and UIP, gathering and interpreting in program data and analyzing and discussing the resultant data from the CMAS, and PSAT/SAT. The Faculty Council looks at trends in academic achievement and growth using SchoolView and Alpine. Using this data, a UIP Committee comprised of six teachers and one administrator develop goals and plan for how to go about achieving growth within our school. The UIP was reviewed through Faculty Council, School Accountability Committee and approved by the Union Colony School Board. Families will be able find a copy of our UIP at cde.state.co.edu/schoolview.

The school's official plan type is Performance based on the 2018 School Performance Framework

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	Middle school. To meet state/federal expectations Union Colony needs to attain a 50%tile ranking which currently has a 731.2 mean scale score. UC is currently at 720.4 or 22%tile. Union Colony's target will be the 50%tile over the next two years. Target for 2017-2018 will be 725.9 or 36%tile
Performance:	Middle school math dropped from 720.4 to 719.3. Did not meet target of 725.9 for 2018.
Prior Year Target:	Middle school. To meet state/federal expectations Union Colony needs to attain a 50%tile ranking which currently has a 740.1 mean scale score. UC is currently at 727.6 or 22%tile. Union Colony will target 740.1 mean scale score over the next two years which would put us at the 50%tile. Our target for 2017-2018 will be 734.1 or 36%.
Performance:	Middle school ELA dropped from 727.6 to 723.7. Did not meet target of 734.1 for 2018.
Prior Year Target:	High School ELA. To meet state/federal expectations Union Colony needs to attain a 50%tile ranking which currently has a 739.6 mean scale score. UC is currently at 736.4 or 44%tile. 2017-2018 target will be 738.4 and 47%tile
Performance:	High school CMAS was dropped from 2018 with the use of the 9PSAT and 10PSAT. High School Reading and Writing Achievement rose from 61%tile(2017) to 76%tile(2018); Growth went from 61%tile to 70%tile. High School Math Achievement stayed somewhat stable 64%tile to 62%tile while Growth fell from 52%tile to 43%tile

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

2018 School Performance Framework shows the high school indicator of Academic Achievement at "meets" with respect to state or federal expectations. Sub-indicator ratings are "meets". Improvement in all of these areas would, in turn, improve the overall percentile rankings of all groups.

Academic Achievement in the middle school stayed at "approaching" for math and science, with slight decreases in sub-indicators. Sub-aggregate groups for free/reduced saw increases but remained in "does not meet".

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	Middle school ELA. To meet state/federal expectations Union Colony needs to attain a 50%tile ranking. UC is currently at a 25%tile. Our target for 2017-2018 will be 37.5%tile.
Performance:	Middle school ELA did increase from 25%tile to 32%tile, not quite what we were looking for.

ACADEMIC GROWTH REFLECTION:

2018 School Performance Framework shows the high school indicator of Academic Growth at "meets" with respect to state or federal expectations. Sub-indicator ratings are all at "meets" with respect to state/federal expectations. The middle school indicator of Academic Growth is ranked at "approaching" but there is a noticeable increase in the sub-indicator of Language Arts. The sub-indicator of mathematics dropped from 47%tile to 45.5%tile. Sub-aggregate groups did show slight increase in percentile ranking.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Even though PWR is met, matriculation is a sub-indicator that is low for 2-year Higher Education Institution and Career and Technical Education. Union Colony's target for 2017-2018 will be 6% and 5% respectively.
Performance:	Matriculation increased from 51.1% to 71.1%. 2 year Higher Education and CTE indicators went from 4.3% to 13.2% and 2.1% to 13.2% respectively. Both are noticeable increases.

POSTSECONDARY & WORKFORCE READINESS REFLECTION:

2018 School Performance Framework shows the high school indicator of Postsecondary and Workforce Readiness at "meets" with respect to state or federal expectations. Sub-indicator ratings are all at "meets" with respect to state/federal expectations. Matriculation moved up from "approaching" to "meets". Reworking our daily schedule and changing graduation requirements have had an effect on matriculation positively.

Current Performance

- Examination of the 2018 School Performance Framework and School CMAS Growth Report shows high school students at Union Colony Prep are meeting all expectations in academic achievement, academic growth, and postsecondary and workforce readiness. The sub-indicator for CO PSAT Reading and Writing rose from 61 to 76 percentile rank and sub-indicator group matriculation rose from Approaching (51.1%) to Meets (71.1%). The areas that Union Colony Prep will work on improving is in grades 6 and 7 with focus on both Achievement and Growth in English language arts (Achievement 2017-727.6/22% to 2018-723.7/14%; Growth 2017-25% to 2018-32%) and mathematics (Achievement 2017-720.4/22% to 2018-719.3/20%; Growth 2017-47% to 2018-45.5%).

Sub-aggregate groups will be a continued concern in the middle school. The Achievement Indicator and Growth Indicator for sub aggregate groups is noticeably lower when compared to All Students (ELA-8% average compared to 22%; MATH-5% average compared to 14%). As Union Colony enrollment continues to increase in the number of English learners and students eligible for free/reduced lunch it is important that we focus on improvement in all academic areas. Math has shown some improvement with the implementation of College Preparatory Mathematics which should continue to show improvement as the program continues implementation into upper grade levels and as students continue through the curriculum. New implementation of the American Reading Company (ARC) curriculum in both the elementary and middle schools will also improve students understandings.

Trend Analysis



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Academic Achievement in Middle School Math: Middle school students are on a decline in Math on CMAS in 2016-18 with respect of Mean Sclae Score (2016=724.1; 2017=720.4; 2018= 719.3)



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Academic Achievement in Middle School English Language Arts: Middle school students decreased in ELA between 2016 -2018. (2016=732.6; 2017=727.6; 2018=723.7). Notable trend because of the decline towards the 15%tile



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Academic Growth in middle school ELA decreased from 2016 (46%tile) to 2017 (25%tile) and then increased in 2018 (32%tile). The increase between 2017 and 2018 is due to significant increases in English learners and Minorities



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Even though Academic Growth in middle school math stayed relatively stable for all students, sub-aggregate groups lost some of the increase from the previous year. 2016 ELL=36.5 FRL=38 Minority=36.5; 2017 ELL= 55 FRL=39 Minority=46; ELL=47 FRL=43.5 Minority=43.5



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

Disaggregated groups in ELA (English learners, free/reduced lunch, minorities) showed a significant decrease then a then increase between the years 2016 and 2018 (2016= 50.5/46.5/48; 2017= 22/30/25; 2018= 31.5/31.5/35).

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement in middle school English Language Arts (ELA)

Middle school students, specifically grades 6 and 7, are below state expectations in English Language Arts.



Root Cause: Curriculum consistency ELA

Lack of consistency of middle school ELA curriculum has created gaps in student basic skills. Curriculum needs to align with current standards.



Root Cause: ELA interventions

Incoming students lack necessary basic reading and writing skills. Implementation of intervention and differentiation programs/curriculum are needed to help students improve their reading and writing skills.



Priority Performance Challenge: Academic Achievement for sub aggregate groups.

Sub aggregate groups (English Learners, free/reduced lunch, and Minorities) are below state expectations in overall achievement as well as school performance.



Root Cause: Current understanding of cultural and economic barriers

Differences in staff perceptions of how to meet the needs of students of sub aggregate groups can effect learning and motivation.



Priority Performance Challenge: Academic Achievement in middle school Mathematics

Middle school students, grades 6 and 7, are below state expectations in Mathematics.



Root Cause: Mathematics Standards alignment

Curriculum is not aligned with the standards that were being assessed.



Root Cause: Progress monitoring

Lack of valid and reliable student growth and achievement monitoring.

Magnitude of Performance Challenges and Rationale for Selection:



Due to staff turnover for the last five years (3 out of 4 teachers in the last year alone 2017-2018) a consistent, sustainable curriculum has been needed in middle school English Language Arts. Union Colony grades K-7 will be implementing a new reading curriculum (American Reading Company). The higher achievement expected for our younger students should then follow in later years.

Time has shown that as students continue through the educational curriculum at Union Colony they show progressive improvement and growth as seen in PSAT/ACT/SAT data. Improvement in growth and achievement during the middle school years can only help in the upcoming years of high school. It is imperative that any gaps that do exist should be corrected during the middle school years.

Magnitude of Root Causes and Rationale for Selection:



Consistency is vital to academic success. Consistency in curricula, whether math or language arts, will help diagnosis gaps in skill level and prescribe solutions whether using differentiated instruction or support classes. These gaps are identified in classrooms through data collection from the use of pre-tests, reading, writing, and math assignments, along with classroom assessments. Placement in support classes provides opportunities to examine students' skills further and identify areas that students need improvement.

Through the years the demographics at Union Colony have been changing. Union Colony must also change its culture and environment. A four year college degree is no longer the only way to be successful after high school. Students must be made aware of learning opportunities through an environment that is conducive to varying levels of questioning, thought processing, and problem solving as well as a sincere demonstration of value and respect for reluctant learners.

Additional Narrative / Conclusion

Providing students the necessary support to help them improve in areas of need is imperative. The main area of improvement for Union Colony is with mathematics which is currently being addressed through a conversion from the Interactive Mathematics Program to College Preparatory Mathematics. Data shows that the implementation of College Preparatory Mathematics at grades 6 through 9 has shown improvement.

Reading and writing for grades 6 through 8 are areas which need improving. Reading and writing support classes will continue to provide necessary support for students to improve their reading skills and writing mechanics. Union Colony will continue to address the needs of English learners as they enter the academic program in all grade levels.

Action Plans

Planning Form



Implement American Reading Company (ARC) for middle school ELA curriculum

What will success look like: Teacher ARC training and implementation of ARC curriculum by all middle school ELA teachers and all 6-11 study hall teachers. Reading time will become a normal part of the UCS school day.

Associated Root Causes:



Curriculum consistency ELA:


Lack of consistency of middle school ELA curriculum has created gaps in student basic skills. Curriculum needs to align with current standards.




ELA interventions:

Incoming students lack necessary basic reading and writing skills. Implementation of intervention and differentiation programs/curriculum are needed to help students improve their reading and writing skills.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 ELA curriculum changes	American Reading Company implementation with with continued scope and sequence of over all middle school curriculum	08/15/2018 05/24/2020 Quarterly	Director, Principal, Asst Principal, Teachers	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 ELA middle school curriculum	Continued 6-12 English department will work to align curriculum with state standards. Implementation of American Reading Company	08/09/2017 05/22/2020	State standards American Reading Company Curriculum	6-12 English department. ARC trainers	In Progress



Provide professional development for cultural and economic diversity

What will success look like: Consistent and continuous professional development and school wide implementation of instructional strategies to meet the needs of sub aggregate groups

Associated Root Causes:



Current understanding of cultural and economic barriers:


Differences in staff perceptions of how to meet the needs of students of sub aggregate groups can effect learning and motivation.



Mathematics Standards alignment:

Curriculum is not aligned with the standards that were being assessed.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 School Improvement	This will be measured through classroom observations of techniques used by teachers. Relationships and culture observed throughout the building; Student attitudes towards themselves and	10/20/2017 05/24/2020 Quarterly	All faculty	Partially Met

towards FRL students
others.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Love and Logic	Use techniques of Love and Logic to improve respect and empathy for students and faculty	08/09/2017 05/24/2020	Love and Logic resources.	All faculty and administrators	In Progress
 Kagan structures	Incorporate Kagan structures to help cognitive skills among all students.	08/09/2017 05/24/2020	Kagan library of resources. Fellow faculty that have experience with Kagan. Kagan professional development General fund	All faculty and administrators	In Progress
 Habits of Mind	Incorporate Habits of Mind to help implement problem solving skills	10/27/2017 05/24/2020	Habits of Mind resources	All faculty and administrators	In Progress
 Ruby Payne	Provide Professional Development dealing with socio/economical barriers .using Eric Jensen	12/27/2019 05/24/2020	Eric Jensen professional development for new/veteran staff	All faculty and administrators	In Progress



Continue alignment of Standards and Math curriculum

What will success look like: The curriculum being taught in the classrooms will be aligned with the standards being assessed.


Associated Root Causes:




Mathematics Standards alignment:

Curriculum is not aligned with the standards that were being assessed.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Continue Alignment of Curriculum with standards	Continue implementation of CPM curriculum. Move year 1 from 5th grade math. Combine years 1, 2, and 3 in 6th and 7th grade using CPM hybrid curriculum	08/20/2018 05/24/2019	Administration, middle school math teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Align Standards to curriculum	Continue implementing CPM	01/09/2018 05/24/2020	CPM curriculum Professional Development	Principal, counselor, IT, faculty	In Progress



Initiate Northwest Evaluation Assessment (NWEA) progress monitoring

What will success look like: Staff will employ data driven instruction throughout the year to evaluate student growth and achievement through progress monitoring.


Associated Root Causes:




Progress monitoring:

Lack of valid and reliable student growth and achievement monitoring.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 NWEA monitoring	Implement NWEA testing so as to have real time data for making corrections and improvements	08/28/2018 05/25/2035 Quarterly	Faculty, Admin	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Implement NWEA	In order to evaluate achievement and growth in the middle school sooner, UCPS will begin using NWEA in grades 6,7, and 8. The testing will be similar to state testing in math and language arts but feedback will be immediate.	08/20/2018	Chromebooks NWEA testing resources	School Test Coordinator 6, 7, 8th grade teachers	

School Target Setting



Priority Performance Challenge : Academic Achievement in middle school English Language Arts (ELA)



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: UC will work to improve in order to meet state/federal expectations. Union Colony needs to attain a 50%tile ranking which currently has a 740.1 mean scale score. After dropping in 2017-2018 UC is currently at 723.7 or 14%tile. Union Colony will target 740.1 mean scale score over the next few years which would put us at the 50%tile. Our target for 2018-2019 will be to build a foundation and recover to 729 or 22%tile

2019-2020: UC will continue to improve in order to meet state/federal expectations. Union Colony needs to attain a 50%tile ranking which currently has a 740.1 mean scale score. After dropping in 2017-2018 UC is currently at 723.7 or 14%tile. As

mentioned above we are targeting 730 mean scale score for 2018-2019. Union Colony will target 736 mean scale score over the 2019-2020 which would put us closer to the 50%tile.

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : Academic Achievement for sub aggregate groups.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: UC will continue to improve in order to meet state/federal expectations. Union Colony middle school needs to raise itself out of "Does not meet" to "Approaching". Currently our ELA mean scale score for sub aggregate groups English Learners, Free/Reduced, and Minority are 714.1, 718.1 and 719.6 respectively. UCMS needs to get above 724.1 to reach "Approaching". Making gains in the sub aggregate can only help the All Student group ranking. Union Colony Middle School will target scores above 725 in all categories.

2019-2020: Once reaching "Approaching" in 18-19 we will then work towards "Meets". The mean scale score for "Meets" is 740.1. Union Colony will work towards the half way mark of 732 for academic achievement in ELA.

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : Academic Achievement in middle school Mathematics



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2018-2019: UC will work to improve in order to meet state/federal expectations. Although Union Colony has an "approaching" rank for all students, however, the disaggregate groups are at "Does not Meet". An increase in math scores for the disaggregate groups would, as in ELA, lift Union Colony's overall ranking. Currently the state "Approaching" ranking is 716.1 mean scale score.

ANNUAL
PERFORMANCE
TARGETS

English Learners, Free/Reduced, and Minorities have scores of 713.9, 713.3, and 715.4 respectively. An increase to 717 for each disaggregate group will be our target.

2019-2020: Again, as in ELA, once reaching "Approaching" in 18-19 we will then work towards "Meets". The mean scale score for "Meets" is 731.2. Union Colony will work towards the half way mark of 724 for academic achievement in Math.

INTERIM MEASURES FOR 2018-2019:
