



Colorado's Unified Improvement Plan for Schools

Running Creek Elementary School UIP 2022-23 | School: Running Creek Elementary School | District: Elizabeth School District | Org ID: 0920 | School ID: 7517 | Framework: Priority Improvement Plan: Meets 95% Participation |

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action and Progress Monitoring Plans

Executive Summary



Priority Performance Challenges

- *Math Programming - instructional practices and common vocabulary*

- *Student Motivation - Leadership Portfolios with Goal Setting for Growth*



Root Cause

- Lack of consistent programming
- Lack of consistent data

- Lack of student ownership



Major Improvement Strategies

- Align math instructional practices
- Create personal learning pathways using iReady diagnostic assessments

- *iReady Assessment and Personalized Instruction*



- Lack of consistent assessment practices
 - diagnostic and growth monitors
- Lack of a personal pathway for learning



- Create personal learning pathways using iReady diagnostic assessments
- Create Student Leadership Portfolios which include goal setting strategies

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

Improvement Plan Information

Additional Information about the School

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Running Creek Elementary School in the Elizabeth School District, currently serves 315 kindergarten through 5th grade students and 70 preschool students. Elizabeth is considered a rural school district and is located 15 miles east of I-25, about 45 minutes southeast of downtown Denver and 45 minutes northeast of downtown Colorado Springs. We are a Targeted Title I school with 22% of our K-5 students qualifying for free/reduced lunch. Seventeen percent of our K-5 student body is non-white (3% English Language Learners). Seventeen percent of our student population grades k-5 have a learning disability.

The 2022 School Performance Framework, along with iReady data, was reviewed by staff to determine priority performance challenges. Input for the UIP plan is given by staff through team meetings, staff collaboration time, and data discussions. Parents provide input at Parent Teacher Community Organization (PTCO) and School Accountability Committee (SAC) meetings.

Running Creek's 2022 plan type is **Priority Improvement** with 95% participation. In 2019 it was Improvement with the submission of K-2 data. In 2018 it was **Performance: Low Participation** and 2017 was **Improvement: Low Participation**.

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).

Progress was made toward aligning instructional practice, providing reading training, the continued implementation of Leader in Me, and the MTSS/RtI processes. The intended outcome was to improve best instructional practices, provide common instructional language/vocabulary in grades K-5, and ensure that the needs of students are being met.

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

Although significant progress was made toward our professional development goals, the results were not apparent in student data. The goal was that 70% of K-5 students would make a year's growth as measured by the iReady end-of-year diagnostic assessment. As seen below this was not accomplished. The adjustments which need to be made are to incorporate student and teacher ownership of learning outcomes. An increase in student performance will indicate adequate growth made. Our math scores were very low so a review of math materials and instruction has been done.

Current Performance

• Achievement Data

CMAS

Running Creek's School Performance Framework rating is Priority Improvement. With COVID it was expected that scores would decline, but depth of that decline was shocking. Students scored in the Approaching rating for academic achievement in both ELA and Math.

iReady

Fifty-five percent of K-5 demonstrated adequate academic achievement in Math. Sixty-two percent of students in K-5 demonstrated adequate academic achievement in Reading.

See the SPF and iReady graphs below.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	147	95.3%	734.3	38	4.00/8	Approaching
	Previously Identified for READ Plan	18	80.8%	692.1	-	0.00/0	-
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	33	92.5%	728.8	25	0.50/1	Approaching
	Minority Students	23	92.9%	730.3	29	0.50/1	Approaching
	Students with Disabilities	27	82.4%	700.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	147	95.3%	734.0	48	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	33	92.5%	724.2	25	0.50/1	Approaching
	Minority Students	23	92.9%	726.6	31	0.50/1	Approaching
	Students with Disabilities	27	82.4%	705.3	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	10.50/22	Approaching

Diagnostic Results ▾



Subject

Math ▾

School

RUNNING CREEK
ELEMENTARY SCH

Academic Year

2021 - 2022 ▾

Diagnostic

Final Diagnostic ▾

Prior Diagnostic

None ▾

Criterion Referenced

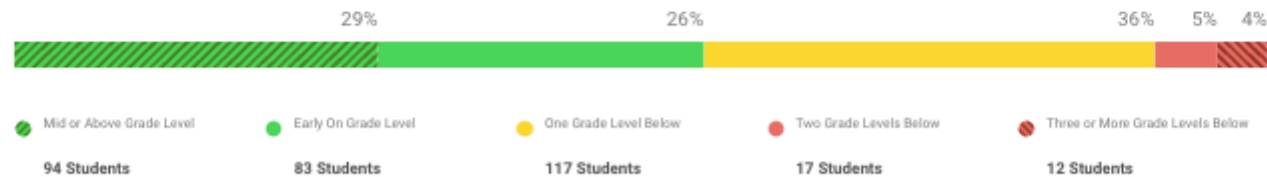
3-Level Placement

Enhanced

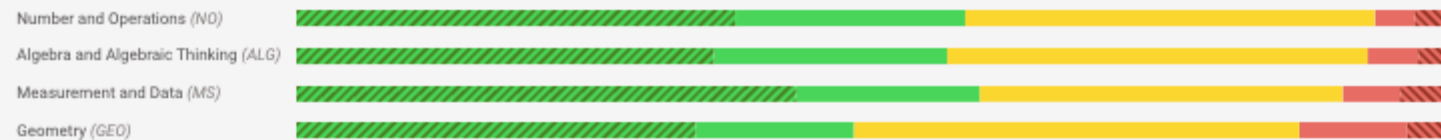
5-Level Placement

Overall Placement

Students Assessed/Total: 323/323

[The Mapping Between 5-Level and 3-Level Placements](#)

▾ Placement by Domain



Switch Table View

Placement Summary ▾

Choose to Show Results By

Grade

Showing 6 of 6

Grade



Overall Grade-Level Placement



Students Assessed/Total

Grade K		52%	14%	34%	0%	0%	58/58
Grade 1		33%	18%	49%	0%	0%	39/39
Grade 2		20%	25%	41%	14%	0%	51/51
Grade 3		19%	35%	44%	2%	0%	43/43
Grade 4		26%	32%	28%	6%	7%	68/68
Grade 5		23%	28%	30%	8%	11%	64/64

Diagnostic Results ▾



Subject

Reading ▾

School

RUNNING CREEK
ELEMENTARY SCH

Academic Year

2021 - 2022 ▾

Diagnostic

Final Diagnostic ▾

Prior Diagnostic

None ▾

Criterion Referenced

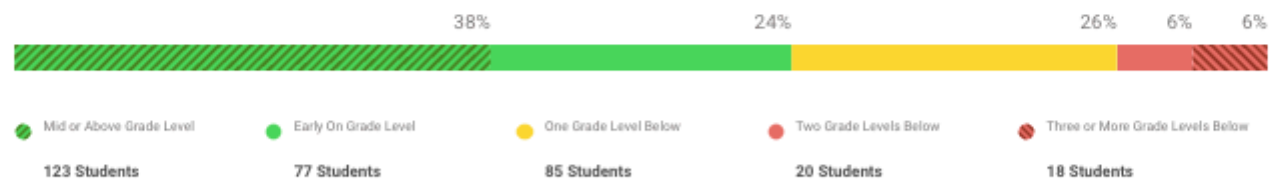
3-Level Placement

Enhanced

5-Level Placement

Overall Placement

Students Assessed/Total: 323/323

[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

[Switch Table View](#)

Placement Summary ▾							
Choose to Show Results By							
Grade							
Showing 6 of 6							
Grade ▾	Overall Grade-Level Placement	▴ ▾	▴ ▾	▴ ▾	▴ ▾	▴ ▾	Students Assessed/Total
Grade K		64%	21%	16%	0%	0%	58/58
Grade 1		31%	41%	28%	0%	0%	39/39
Grade 2		33%	27%	31%	8%	0%	51/51
Grade 3		42%	30%	16%	9%	2%	43/43
Grade 4		34%	13%	35%	4%	13%	68/68
Grade 5		25%	20%	28%	14%	13%	64/64

Growth Data

CMAS

Running Creek's School Performance Framework rating is Priority Improvement. With COVID it was expected that scores would decline, but depth of that decline was shocking. Students scored in the Does Not Meet rating for academic growth in both ELA and Math.

iReady

Fifty-seven percent of K-5 students demonstrated at least typical growth in Reading. Fifty percent of students in K-5 demonstrated at least typical growth in Math.

See the SPF and iReady graphs below.

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	51	84.4%	32.0	2.00/8	Does Not Meet
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	50	80.6%	33.0	2.00/8	Does Not Meet
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	4.00/16	Does Not Meet

Subject

Reading ▾

School

RUNNING CREEK
ELEMENTARY SCH

Academic Year

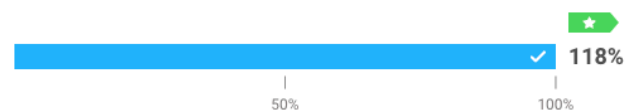
2021 - 2022 ▾

Comparison Diagnostic

Final Diagnostic ▾

Students Assessed/Total: 318/323

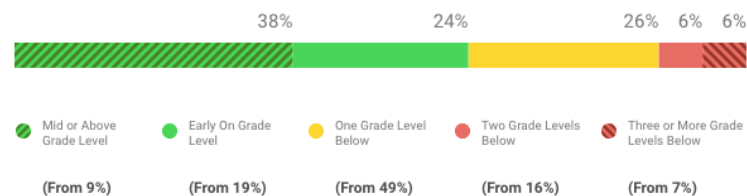
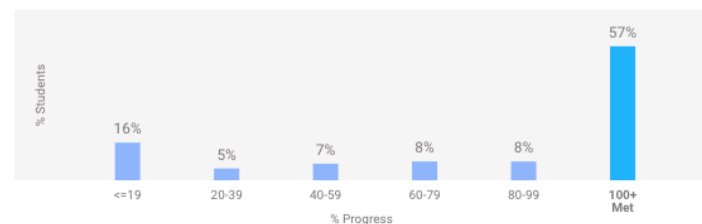
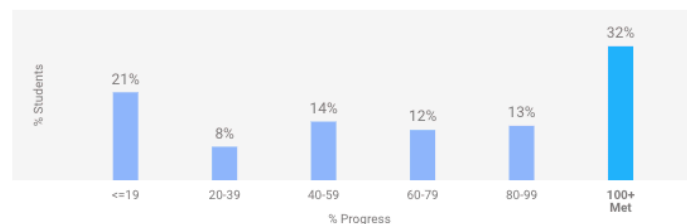
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 118%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

Current Placement Distribution


[The Mapping Between 5-Level and 3-Level Placements](#) ⓘ
Distribution of Progress to Annual
Typical GrowthDistribution of Progress to Annual
Stretch Growth®

Choose to Show Results By

Grade ▾

Showing 6 of 6

Grade ▾

Annual Typical Growth ⓘ

Annual Stretch Growth® ⓘ

% Students with
Improved Placement

Students Assessed/Total

Progress (Median) ▴ ▾

% Met ▴ ▾

Progress (Median) ▴ ▾

% Met ▴ ▾

Grade K

124%











58%

91%

42%

81%

57/58

Grade 1	 104%	51%	 70%	28%	72%	39/39
Grade 2	 121%	64%	 87%	38%	80%	50/51
Grade 3	 127%	70%	 78%	30%	81%	43/43
Grade 4	 135%	62%	 74%	35%	65%	66/68
Grade 5	 31%	38%	 17%	17%	38%	63/64



Subject

Math ▾

School

RUNNING CREEK
ELEMENTARY SCH

Academic Year

2021 - 2022 ▾

Comparison Diagnostic

Final Diagnostic ▾

Students Assessed/Total: 319/323

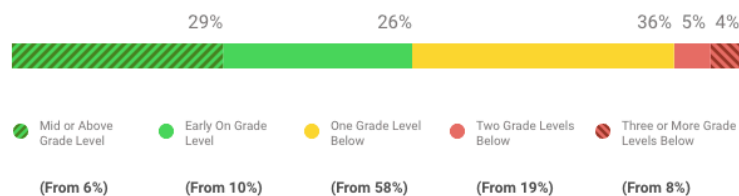
Progress to Annual Typical Growth (Median)



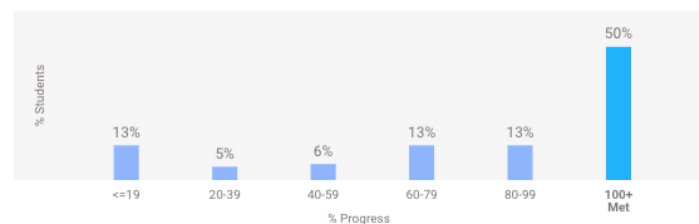
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

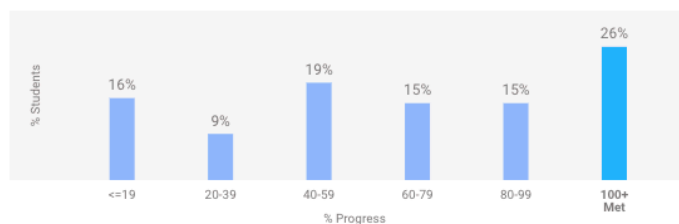
Current Placement Distribution


[The Mapping Between 5-Level and 3-Level Placements](#) ⓘ

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade ▾

Showing 6 of 6

Grade ▾

Annual Typical Growth ⓘ

Annual Stretch Growth® ⓘ

% Students with Improved Placement ▴ ▾

Students Assessed/Total

Progress (Median) ▴ ▾

% Met ▴ ▾

Progress (Median) ▴ ▾

% Met ▴ ▾

Grade K

97%











49%

74%

37%

63%

57/58

Grade 1	 90%	41%	 68%	23%	59%	39/39
Grade 2	 97%	49%	 65%	16%	63%	51/51
Grade 3	 123%	67%	 86%	28%	81%	43/43
Grade 4	 122%	64%	 81%	32%	77%	66/68
Grade 5	 67%	32%	 38%	19%	52%	63/64

Trend Analysis



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Running Creek's CMAS Math percentile ranking increased from the 40th%ile in 2019 to 48th%ile ranking in 2022. No SPF was available for 2021. This is a notable trend because despite the increase, it remains below the 50th percentile.



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Running Creek's CMAS ELA percentile ranking increased from the 26th%ile in 2019 to 38th%ile ranking in 2022. No SPF was available for 2021. This is a notable trend because despite the increase, it remains below the 50th percentile.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Running Creek's CMAS Math percentile ranking decreased from the 41st%ile in 2019 to 33rd%ile in 2022. This is notable because there is significant decline from 2018 over the past four years.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Running Creek's CMAS ELA percentile ranking decreased from the 38th%ile in 2019 to 32nd%ile ranking in 2022. No SPF was available for 2021. This is a notable trend because it remains below the 50th percentile and decreased over time rather than increased.

Additional Trend Information:

One of the reasons for not meeting growth goals was due to multiple stints of remote learning through the COVID pandemic due to quarantines from contact/exposure.

Lack of math programming and consistency caused a decrease in math growth.

Because students and teachers were not setting learning goals and targets, our academic achievement and growth suffered.

Staff and students struggled to find data which demonstrated growth on local assessments.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Math Programming - instructional practices and common vocabulary

The percentage of students at or above proficiency in Math on 2022 CMAS is below 50th%ile (3rd grade 41.5%; 4th grade 25.4%; 5th grade 27.9%).



Root Cause: Lack of consistent programming

Teachers have used various programs across grade levels to teach state standards. There is no alignment of strategies, common language or instructional practices in and across grade levels.



Root Cause: Lack of consistent data

Because each class and grade level use different teaching practices and measures, data conversations are difficult.



Priority Performance Challenge: Student Motivation - Leadership Portfolios with Goal Setting for Growth

The mean percentage of students at or above typical growth in Math on the 2022 iReady EOY Diagnostic Assessment overall is below 60th%ile (3rd grade 67%; 4th grade 64%; 5th grade 32%).



Root Cause: Lack of student ownership

Due to inconsistent practices, students have been unable to create growth goals in math. There is no consistent format for goal setting and data conversations.



Priority Performance Challenge: iReady Assessment and Personalized Instruction

The percentage of students at or above proficiency in Math on the 2022 iReady EOY Diagnostic Assessment is below 50th%ile (3rd grade 54%; 4th grade 58%; 5th grade 51%).



Root Cause: Lack of consistent assessment practices - diagnostic and growth monitors

Students and teachers have not had consistent and timely data to use in guiding instruction, goal setting, and data conversations.



Root Cause: Lack of a personal pathway for learning

Students and teachers have not had a way to determine learning gaps and root cause. Intervention data and lessons have been missing from math programming.

Magnitude of Performance Challenges and Rationale for Selection:



An analysis of past and current state assessment data along with local measures was completed and priority performance challenges were identified. Math has become our lowest scoring area on the School Performance Framework for Achievement and Growth. Additional information from the iReady assessments indicates that improvement efforts may be hindered due to lack of student motivation and the continued impact of COVID relative to the continuity of instruction/learning.

Magnitude of Root Causes and Rationale for Selection:



Root causes were identified during data analysis and discussions at weekly collaboration, team meetings, and data meetings. Data analysis of iReady and CMAS math assessments validates our need to adjust Tier I/II/III instruction. An analysis of math programming demonstrated that current math practices are not addressing standards effectively. Students were not a part of the goal setting process.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Align math instructional practices

Describe what will success look like: Teachers will use the iReady Classroom Mathematics program with fidelity. Due to this, student achievement and growth scores will increase.

Describe the research/evidence base supporting the strategy: After researching several math programs, Running Creek adopted iReady Classroom Mathematics. This program aligns with our diagnostic assessment tool, Colorado Academic Standards, and develops a excellent progression of math skills.

Strategy Category:

Associated Root Causes:



Lack of consistent programming:

Teachers have used various programs across grade levels to teach state standards. There is no alignment of strategies, common language or instructional practices in and across grade levels.



Lack of consistent data:

Because each class and grade level use different teaching practices and measures, data conversations are difficult.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Adopt iReady Classroom Mathematics math program	iReady Classroom Mathematics will support consistent and common math practices.	08/01/2022 05/19/2023 Weekly	All teaching staff	



Provide professional development on the use of the new math program

iReady will provide professional development to support teachers throughout the adoption of the program.

08/01/2022
05/19/2023
Quarterly

All teaching staff





Purchase new manipulative to support the program implementation

New materials will ensure that teachers have the necessary support to implement the program with fidelity.

08/01/2022
05/19/2023
Quarterly

All classrooms

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Collaboration	Utilize monthly collaboration time for math planning	08/01/2022 05/19/2023	Math program, iReady assessments, teacher toolbox and growth monitor, math manipulatives	Principal and all teachers	
	Determine expectations for K-5 classrooms for consistent math practices and vocabulary	08/01/2022 05/19/2023	Staff handbook, math programming	Principal, teachers, professional staff	

Set expectations

guide and
professional staff
developer



Create Student Leadership Portfolios which include goal setting strategies

Describe what will success look like: Students will consistently create goals with teachers and independently to measure their achievement and growth. Teachers will assist students in reflective practices. The school schedule will allow time for student and classroom reflection on goals.

Describe the research/evidence base supporting the strategy: Four years ago, Running Creek adopted the Leader in Me platform as a way to measure student involvement in our Positive Behavior Interventions and Supports. The last level of implementation is add student ownership and voice. Leadership portfolios provide an avenue for students and teachers to collaborate on personal goals.

Strategy Category:

Associated Root Causes:



Lack of a personal pathway for learning:


Students and teachers have not had a way to determine learning gaps and root cause. Intervention data and lessons have been missing from math programming.




Lack of consistent assessment practices - diagnostic and growth monitors:

Students and teachers have not had consistent and timely data to use in guiding instruction, goal setting, and data conversations.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Adopt the use of	Leadership portfolios provide an avenue for students to own their	08/01/2022 05/19/2023	All staff	In Progress

Leadership Portfolios	goals and learning	Weekly			
Action Steps Associated with Major Improvement Strategy					
Name	Description	Start/End Date	Resource	Key Personnel	Status
 Provide professional development from a licensed Leader in Me staff member	Staff will be trained in the use of Leadership Portfolios	08/01/2022 05/19/2023	Leadership Portfolios, Leader in Me curriculum	All staff	
 Provide time in the daily schedule for reflection and goal setting.	The school schedule will have scheduled time for students to reflect on goals and create them.	08/01/2022 05/19/2023	School Schedule	All staff	



Create personal learning pathways using iReady diagnostic assessments

Describe what will success look like: Students will consistently pass lessons and spend the suggested number of minutes using iReady. Students will demonstrate typical growth as measured by the iReady diagnostic.

Describe the research/evidence base supporting the strategy: After using other assessment platforms, iReady was chosen due to it's personalized instruction pathways, teacher intervention tools, and student/family reports.

Strategy Category:

Associated Root Causes:



Lack of consistent assessment practices - diagnostic and growth monitors:


Students and teachers have not had consistent and timely data to use in guiding instruction, goal setting, and data conversations.



Lack of consistent data:

Because each class and grade level use different teaching practices and measures, data conversations are difficult.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
				
Implement iReady diagnostic, growth monitoring, and personalized instruction	iReady assessment and instructional minutes	08/01/2022 05/19/2023 Weekly	Teaching staff	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
					
Set expectations	Provide all staff and students the expectations relative to the use of iReady.	08/01/2022 05/19/2023	Handbook, iReady Teacher Guide	All staff	
					
Data conversations	Staff will use growth and assessment data to determine next instructional steps and student goals.	08/01/2022 05/19/2023	iReady reports, goal setting forms	Principal and teaching staff	

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Math Programming - instructional practices and common vocabulary



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	2022-2023: 60% of students will make typical growth as measured by the iReady math diagnostic assessment.
	2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Student Motivation - Leadership Portfolios with Goal Setting for Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	2022-2023: 60% of students will meet grade level expectations as measured by the iReady math diagnostic assessment.
	2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : iReady Assessment and Personalized Instruction



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Completion Rate

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Students will complete an average of two lessons per week over the 36 week school year.

2023-2024:

INTERIM MEASURES FOR 2022-2023: