COLORADO
Department of Education

Colorado's Unified Improvement Plan for Schools

Singing Hills Elementary School UIP 2023-24 | **School:** Singing Hills Elementary School | **District:** Elizabeth School District | **Org ID:** 0920 | **School ID:** 7925 | **Framework:** Performance Plan | **Draft UIP**

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Executive Summary

Priority Performance Challenges	**Root Cause**	**Major Improvement Strategies**
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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

Singing Hills K-5 student enrollment continues to grow each year. Currently, we have 400 students enrolled. Our ELL percentage is .04% and the free and reduced population is 24% of our enrollment. We are not identified as a Title I school. Our students with disabilities population is 15% of our student population.

Our stakeholder groups include district leadership, school leadership, data dialogue teams, vertical teams, literacy teams, MTSS team, and school accountability committee. The district leadership team discusses curriculum, resource, and assessment alignment, as well as support at each site. School-based teams discuss student data on a consistent basis and document the data to show growth trends, intervention support, and program support. Our school accountability committee reviews CMAS and SPF information, along with supporting data from DIBELS and iReady. We also use trend data to assess programming, intervention support, and academic growth. Following the review of data information from each of the stakeholder groups, we discuss next steps to improve student learning and growth. Based on the discussion of our school-based teams and school accountability committee, the draft goals and action plan were developed for the 2023-24 UIP.

Based on our diagnostic review of trend data, CMAS data and beginning of year data, our school will continue to support academic and growth improvement in English Language Arts and Math. Our CMAS scores show that our 3rd, 4th and 5th grade students were above the state and district performance levels of those students who met/exceeded in ELA and Math. Our trend data in ELA shows stable or increased growth at our fifth grade level, while we observed a slight decrease in growth at the fourth grade level. As we review our beginning of the year data and CMAS evidence statements, we observe specific areas/standards of focus for this year. In ELA and math we continue to support the alignment of our core program, CKLA and iReady Math, to the Colorado Academic Standards. Our iReady Reading Fall diagnostic results are the following: 15% mid/above grade

level; 19% early on grade level; 52% one grade level below; 11% two grade levels below; 3% three or more grade levels below. Our iReady Math Fall diagnostic results are the following: 7% mid/above grade level; 13% early on grade level; 62% one grade level below; 15% two grade levels below; 3% three or more grade levels below. We utilize our collaborative time, grade level team meetings, leadership meetings, vertical and literacy team meetings for data dialogue discussions. We track progress through the MTSS process, which includes consistent intervention, progress monitoring and review of data, as well as consistent communication with parents.

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).

Reading Target: 65%-75% of students (K-5) will be at or above benchmark according to mCLASS DIBELS Next EOY data.
Result: 80% of students (K-5) were at or above benchmark according to mCLASS DIBELS Next EOY data.

Reading Target: According to the SPF we will earn a minimum of 80% of the performance indicator of Academic Achievement to receive a "Meets" rating.
Result: According to the SPF (1 year) we earned 77% of the performance indicator of Academic Achievement to receive a "Meets" rating.

Reading Target: According to the SPF, we will have a "Meets" rating in the student group area of Students with Disabilities.
Result: According to the SPF, we have a "Does Not Meet" rating in the student group area of Students with Disabilities.

Math Target: Using the iREADY assessment tool, 55%-65% of students will show typical growth.
Result: Using the iREADY assessment tool, 72% of students showed typical growth.

Math Target: According to the SPF, we will have a "Meets" rating in the student group area of Students with Disabilities.
Result: According to the SPF (1 year), we have an "Approaching" rating in the student group area of Students with Disabilities.

Although we made our targets in Academic Achievement for reading (at/above benchmark) and math (typical growth), we did not achieve our goals in reading and math regarding the student group of Students with Disabilities. We continue to implement the MTSS process and have made improvement changes to our process. We had multiple trainings on the MTSS process throughout the school year. We did have a mentor and grade level lead teacher. We are in our 2nd of 3 years for new staff support, along with year 1 of support for current new staff to our school. We met monthly with literacy and math teams to review diagnostic and progress monitoring assessments, as well as continued READ plan training throughout the school year.

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

This school year, we will continue to implement the MTSS process with fidelity. All staff will receive continued training on the MTSS process. The MTSS team will organize the collaborative Thursday schedule to allow for Data Dialogue discussions, Vertical Team discussions and Literacy and Math Team discussions. Our mentor program will continue with support for those teachers in year 1 and year 2 at our school. We have a lead mentor that meets monthly with staff (year 1 and year 2) and grade level mentors that meet weekly with staff (year 1 and year 2). We will continue to meet monthly with literacy teams to review diagnostic and progress-monitoring assessments. We will continue READ plan training with a check-in three times throughout the year to review student READ plans.

Current Performance

- ELA Achievement – According to the 2023 CMAS School Performance Level Summary, 41.3% of 3rd grade students met/exceeded expectations. In 4th grade 60% of 4th grade students met/exceeded expectations. In 5th grade 58% of 5th grade students met/exceeded expectations. The 2023 ELA CMAS test percentage performance scores are higher than both the district and state.
  According to the 2023 SPF 1 year, we have an overall rating of "Meets" for Academic Achievement and Academic Growth. Our Free and Reduced and Minority Students have an "Approaching" rating. Our Students with Disabilities have a "Does Not Meet" rating.

  MATH Achievement – According to the 2023 CMAS School Performance Level Summary, 54.7% of 3rd grade students met/exceeded expectations. In 4th grade 59.4% of 4th grade students met/exceeded expectations. In 5th grade 60.9% of 5th grade students met/exceeded expectations. The 2023 MATH CMAS test percentage performance scores are higher than both the district and state.
  According to the 2023 SPF 1 year, we have an overall rating of "Exceeds" for both Academic Achievement and Academic Growth. Our Free and Reduced have a "Meets" rating and Minority Students have an "Exceeds" rating.

  According to the 2023 SPF 1 year, our plan type is Performance Plan with 82.4% points earned.

Trend Analysis

Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

In ELA, 3rd grade students have shown inconsistent percentage performance scores of students who have met/exceeded expectations: 2016-30%, 2017-30%, 2018-35%, 2019-35%, 2021-41.8%, 2022-50.0%, 2023-41.3%. 4th grade students have shown stable percentage performance scores of students who have met/exceeded expectations: 2016-41%, 2017-42%, 2018-41%, 2019-41%, 2021-51.9%, 2022-62.1%, 2023-60%. In 5th grade we have shown an increase in percentage performance scores: 2016-43%, 2017-28%, 2018-38%, 2019-38%, 2021-62.7%, 2022-54.2%, 2023-58%

Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

In MATH, we have shown an increase in percentage performance scores of students who have met/exceeded expectations. 3rd grade: 2016-22%, 2017-14%, 2018-31%, 2019-31%, 2021-56.4%, 2022-48.4%, 2023-54.7%. In 4th gr. we have seen inconsistent percentage performance scores of students who have met/exceeded expectations: 2016-22%, 2017-29%, 2018-34%, 2019-34%, 2021-37.3%, 2022-65.5%, 2023-54.7%. In 5th gr. we have shown an increase in percentage performance scores of students who have met/exceeded expectations: 2016-34%, 2017-16%, 2018-36%, 2019-36%, 2021-42.4%, 2022-49.2%, 2023-60.9%

Additional Trend Information:

ELA Achievement – For 2022 and 2023 ELA CMAS test percentage performance scores have been higher than both the district and state.
According to the one-year SPF for 2022, in ELA we had an "Approaching" rating in the area of Students with Disabilities. According to the SPF for 2023, we have an overall rating of "Meets" and we have a "Does Not Meet' rating in the area of Students with Disabilities.

MATH Achievement – According to the one-year SPF for 2022, we have an "Approaching' rating in the area of Students with Disabilities. According to the SPF for 2023, we have an overall rating of "Exceeds" and we have an "Approaching" rating in the area of Students with Disabilities.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: ELA Achievement for Students with Disabilities
Our ELA academic achievement is stable. In order to increase this direction, we need to invest in teacher retention, teacher training and systems for staff and student support.
Area of Focus: ELA growth

Root Cause: Teacher retention
Due to a variety of variables over the past two years, it continues to be difficult to retain qualified teachers. We currently have staff who are considered long-term substitutes. Because of pay differential, distance to higher paying districts, effects of COVID and lack of qualified candidates, our school is unable to retain and hire qualified candidates for teaching positions.

Root Cause: Systems to support staff and students
Over the past two years, we've observed gaps in teacher's knowledge of student learning in the areas of data analysis, intervention support and student plans.

Priority Performance Challenge: MATH Achievement for Students with Disabilities

Our MATH achievement is on a steady upward trend. In order to sustain this direction, we need to invest in teacher retention, teacher training and systems for staff and student support.

Area of Focus: Math

Root Cause: Teacher retention

Due to a variety of variables over the past two years, it continues to be difficult to retain qualified teachers. We currently have staff who are considered long-term substitutes. Because of pay differential, distance to higher paying districts, effects of COVID and lack of qualified candidates, our school is unable to retain and hire qualified candidates for teaching positions.

Root Cause: Systems to support staff and students

Over the past two years, we've observed gaps in teachers' knowledge of student learning in the areas of data analysis, intervention support and student plans.

Magnitude of Performance Challenges and Rationale for Selection:

We are in our 1st year of using CKLA skills for Kindergarten through 5th grade students, where there is a specific focus on daily phonics-based routines. We hope to see the benefits of this program implementation in the decrease of READ plans and the literacy growth of our students. When comparing the percentage of students that met/exceeded expectations in CMAS ELA from 2022 to 2023, 3rd to 4th grade students increased their percentage from 50% to 60% and 4th to 5th grade students showed a slight decrease in their percentage from 62.1% to 58%.

As a school, we are using iReady Reading Diagnostic and progress monitoring data for all students K-5. We are using DIBELS data for those students on READ plans as additional assessment information.

When comparing the percentage of students that met/exceeded expectations in CMAS MATH from 2022 to 2023, 3rd to 4th grade students increased their percentage from 48.4% to 59.4% and 4th to 5th grade students showed a slight decrease in their percentage from 65.5% to 60.9%. This year we adopted iReady Math as our curriculum resource. This program is aligned to the CAS.

There has been changes in staffing for the majority of grades due to teacher retention. Achievement and growth scores are difficult to

maintain since teachers, some who are new to the profession, need the curriculum training and time with the new curriculum to successfully present the information to students. During the 2020-21 school year, we hired 5 new teachers. During the 2021-22 school year, we hired 2 new teachers. During the 2022-23 school year, we have hired 9 new teachers. During the 2023-24 school year, we have hired 8 new teachers. We continue to see the effects that the pandemic has presented including; challenges to our staff, which include training for new staff, loss of learning for students who missed a minimum of an entire year of in-person learning, and systems to support students who are showing a year or more of learning loss, specifically at the primary grades and who beginning to move through our intermediate grades.

Although we are observing growth and academic achievement success, we still need to focus on our student groups, primarily Students with Disabilities in both ELA and Math, along with Free/Reduced Lunch Eligible and Minority Students in ELA. It is increasingly more difficult to staff the positions to support the student group, Students with Disabilities. For the past three years, we have been unable to find an additional qualified special education teacher to support the caseload of IEP students. We also hired two new special education teachers.

Magnitude of Root Causes and Rationale for Selection:

These root causes were selected and verified using school-based data and state data. With an observed decline in student growth and academic achievement for grade levels and student groups, we considered the changes that had occurred over the past two years. Changes, as a result of COVID, was a primary concern but the systems to support staff became a higher level of concern. This was due to the number of inconsistencies that we observed in data analysis and collection, as well as intervention planning and student support. As our staffing has changed over the last few years, we've not had teacher leaders and systems of support to support new staff at all grade levels. We have also seen the necessity to identify each step in our school-wide processes.

Action Plans

Planning Form

MTSS Process

What will success look like: All staff will understand and apply the MTSS process developed for our school.

Describe the research/evidence base supporting the strategy and why it is a good fit: When identifying students with learning gaps, there is a disconnect with an understanding of the MTSS process, including data analysis, intervention support, communication and planning.

Strategy Category:

Associated Root Causes:

Systems to support staff and students:

Over the past two years, we've observed gaps in teacher's knowledge of student learning in the areas of data analysis, intervention support and student plans.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
MTSS process	All teachers will understand and apply the MTSS process including data analysis, documentation and communication.	08/14/2023 05/10/2024	MTSS procedure MTSS team MTSS notebook of documentation	Administration, classroom teachers, MTSS team	In Progress

READ Plan Expectations

What will success look like: All staff will understand how to assess students using the diagnostics and progress monitoring assessments for DIBELS and iReady to identify students with significant deficits in reading. Staff will understand how to write a READ plan and implement intervention strategies to support student growth in literacy.

Describe the research/evidence base supporting the strategy and why it is a good fit: As new staff shared their experiences with READ plan, we observed the need to have one consistent expectation for our school and our staff. We needed to ensure that we are all using the same documentation and READ plan expectations for each grade level.

Strategy Category:

Associated Root Causes:

Systems to support staff and students:
Over the past two years, we've observed gaps in teachers' knowledge of student learning in the areas of data analysis, intervention support and student plans.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
READ Plan implementation	Identification of a READ plan coordinator. READ plan training of expectations for all teachers. Set meetings with the READ plan coordinator to review data, create plans, and review plans for finalization.	08/14/2023 05/10/2024	READ plan coordinator, READ plan notebook, Meeting schedule	Administration, READ plan coordinator, classroom teachers, literacy teachers	In Progress

New staff induction

What will success look like: All new staff will have a mentor, grade level lead teacher and a lead mentor for support during the first three years of employment at our school.

Describe the research/evidence base supporting the strategy and why it is a good fit: Based on exit interviews of staff, we understand that there needs to be a wrap-around system of support for new teachers.

Strategy Category:

Associated Root Causes:

Teacher retention:

Due to a variety of variables over the past two years, it continues to be difficult to retain qualified teachers. We currently have staff who are considered long-term substitutes. Because of pay differential, distance to higher paying districts, effects of COVID and lack of qualified candidates, our school is unable to retain and hire qualified candidates for teaching positions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel		Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
New Staff Induction	Identify a Lead Mentor, Set Mentor and Mentee expectations, Set weekly meeting dates	08/14/2023 05/10/2024	Lead mentor, induction resource books, mentors, new staff, lead teachers	Administration, Lead Mentor, Mentors, New staff, Lead teachers	In Progress

School Target Setting

Priority Performance Challenge : ELA Achievement for Students with Disabilities

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2023-2024:** Using the iREADY assessment tool, 65%-75% of students will show typical growth.
	2024-2025: Using the iREADY assessment tool, 70%-80% of students will show typical growth.

INTERIM MEASURES FOR 2023-2024: iReady diagnostic and progress monitoring tools

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2023-2024: According to the SPF we will earn a minimum of 80% of the performance indicator of Academic Achievement to receive a "Meets" rating.

2024-2025: According to the SPF we will earn a minimum of 83% of the performance indicator of Academic Achievement to receive a "Meets" rating.

INTERIM MEASURES FOR 2023-2024: iReady Diagnostic and Progress Monitoring tools

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2023-2024: According to the SPF, we will have an "Approaching" rating in the student group area of Students with Disabilities.

2024-2025: According to the SPF, we will have a "Meets" rating in the student group area of Students with Disabilities.

INTERIM MEASURES FOR 2023-2024: iReady Diagnostic and Progress Monitoring tools

Priority Performance Challenge : MATH Achievement for Students with Disabilities

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2023-2024: Using the iREADY assessment tool, 65%-75% of students will show typical growth.

2024-2025: Using the iREADY assessment tool, 70%-80% of students will show typical growth.

INTERIM MEASURES FOR 2023-2024: iReady Diagnostic and Progress Monitoring tools

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
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2023-2024: According to the SPF, we will have a "Meets" rating in the student group area of Students with Disabilities.

2024-2025: According to the SPF, we will have a "Meets" rating in the student group area of Students with Disabilities.

INTERIM MEASURES FOR 2023-2024: iReady Diagnostic and Progress Monitoring tools