Executive Summary

If We...

PLC

Description:
Teachers will participate in cross-curricular and content specific PLC groups in order to collaborate on best practices for grades 6, 7, 8.

Then we will address...

CURRICULUM ALIGNMENT AND INSTRUCTIONAL PRACTICES

Description:
Horizontal and vertical alignment is lacking due to inconsistent implementation of previous curriculum work. Collegial teacher practices are lacking due to structures within the school and lack of PLC frameworks for Englewood Leadership Academy.
GROWTH: LANGUAGE ARTS

Description:
Horizontal and vertical alignment is lacking due to inconsistent implementation of previous curriculum work. Collegial teacher practices are lacking due to structures within the school and lack of PLC frameworks for Englewood Leadership Academy.

Then we will change current trends for students

GROWTH: MATH

Description:
During the 2016-17 Academic Year, all students fell below median growth percentile of 50th percentile at the 45th percentile for math. This is a decrease in growth by 7 percentile point from the 2015-16 school year where students’ median growth percentile was 52nd.

GROWTH: LANGUAGE ARTS

Description:
During the 2016-17 Academic Year, all students fell below median growth percentile of 50th percentile at the 47th percentile for language arts. Prior year was 46th percentile which does not show a statistical gain or loss in growth.

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

Improvement Plan Information

Additional Information about the School

Performance at ELA has been stable for several years. Students are scoring at or above state averages in Science, Math, and Language Arts in achievement. Scores in growth slightly declined in the last few years. Current school improvement efforts are focused continuing to align to CCSS and increasing access to rigorous material.

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis
ELA has consistently scored above the State averages for Proficient or Advanced students in CMAS assessments; Reading, Math, Writing, and Science since the school’s inception in 2000. Currently, ELA is ranked in the 88th percentile for CMAS Language Arts, in the 80th percentile for CMAS Science and the 87th percentile for CMAS Math.

ELA has earned the prestigious Colorado State Department of Education’s John Irwin Award in 2005, 2006, 2007, 2008, and 2010, 2012, 2013, 2014, 2015, and 2016. ELA is intentionally designed as a small school model, with a high level of individualization. Along with a stellar academic program that is built around ability level, and not age, ELA offers band, choir, theater, and PE. ELA students benefit from one-one mobile technology in all classrooms. ELA students also access the Englewood School District’s middle school athletic program.

While ELA exceeds the State averages in the Reading, Writing, Math and Science TCAP assessments, a priority need for ELA is to focus on growth in Math and Language Arts. Median Percentile Growth for Language Arts CMAS 2016 was 47th percentile and 45th percentile in Math. Both Language Arts and Math are rated as "approaching" for academic growth.

Based on an analysis of CMAS data, the following are two root causes that have been identified by ELA staff:

1) Lack of extended practice in computation and number sense
2) Lack of targeted Math interventions for students
3) Curriculum and instruction are not aligned with the increased rigor of the CCSS

Based on an analysis of CMAS data, the following are two priority needs that have been identified by ELA staff:

1) Targeted intervention practices for minority students--percentile rank for language arts was 58th while 72nd percentile for math.
2) Continue to align resources and curriculum with CCSS standards

The current 2017 SPF with a rating of “Performance” with academic performance rating of Exceeds and Academic Growth performance rating of Approaching. ELA received 100% participation rating for CMAS 2016-2017 testing.

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

**Current Performance**

- Academic Achievement Exceeds State Expectations in both Math and Language Arts, and Meets State Expectations in Science.

  Language Arts Growth Data scored in the 47th percentile and Math Growth Data scored in the 45th percentile; areas are rated as approaching in both Language Arts and Math.

**Trend Analysis**

**Additional Trend Information:**

**English Language Arts CMAS Growth:**

All students: 46th percentile in 2016, 47th percentile in 2017  
Gender:  
Female: 59th percentile in 2016, 48th percentile in 2017  
Male: 34th percentile in 2016, 45th percentile in 2017

**Gifted Language Arts:**  
GT: 46th percentile in 2016, 45th percentile in 2017  
Non-GT: 46th percentile in 2016, 57th percentile in 2017

**Math CMAS Growth:**

All students: 52nd percentile in 2016, 45th percentile in 2017  
Gender:  
Female: 51st percentile in 2016, 44th percentile in 2017  
Male: 52nd percentile in 2016, 45th percentile in 2017

**Gifted Math:**
GT: 52nd percentile in 2016, 48th percentile in 2017
Non-GT: 39th percentile in 2016, 39th percentile in 2017

ELA is on decline in language arts for female students, however all non-GT students showed significant growth in language arts.
ELA is on decline in math for all students.

Root Causes and Priority Performance Challenges

Priority Performance Challenge: Growth: Math
During the 2016-17 Academic Year, all students fell below median growth percentile of 50th percentile at the 45th percentile for math. This is a decrease in growth by 7 percentile point from the 2015-16 school year where students' median growth percentile was 52nd.

Root Cause: Curriculum Alignment and Instructional Practices
Horizontal and vertical alignment is lacking due to inconsistent implementation of previous curriculum work. Collegial teacher practices are lacking due to structures within the school and lack of PLC frameworks for Englewood Leadership Academy.

Priority Performance Challenge: Growth: Language Arts
During the 2016-17 Academic Year, all students fell below median growth percentile of 50th percentile at the 47th percentile for language arts. Prior year was 46th percentile which does not show a statistical gain or loss in growth.

Root Cause: Growth: Language Arts
Horizontal and vertical alignment is lacking due to inconsistent implementation of previous curriculum work. Collegial teacher practices are lacking due to structures within the school and lack of PLC frameworks for Englewood Leadership Academy.

Magnitude of Performance Challenges and Rationale for Selection:
These performance challenges were selected because testing data from 15-16 and 16-17 school year growth reports show that students are below median growth percentiles.
Magnitude of Root Causes and Rationale for Selection:

In collaboration with the instructional leadership team, growth data was examined as were current collaborative practices within Englewood Leadership Academy. Currently, PLC structures are limited and separated, therefore teachers do not have department cohort or opportunities to collaborate.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan

PLC

Describe what will success look like: Teachers will participate in cross-curricular and content-specific PLC groups in order to collaborate on best practices for grades 6, 7, 8.

Describe the research/evidence base supporting the strategy: Research shows that PLC structures allow for teacher growth and development in formative and summative assessments to inform instruction in order to guide teaching practices in alignment with state standards.

Associated Root Causes:

Implementation Benchmarks Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC structures</td>
<td>Ensure that time and structures are in place for PLC fidelity.</td>
<td>08/12/2017 05/25/2019 Weekly</td>
<td>All ELA Teaching staff and instructional coach</td>
<td></td>
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Action Steps Associated with Major Improvement Strategy

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<td></td>
<td>Shared facilitation with instructional coaches and teachers to promote collaboration and vertical/horizontal alignment for core</td>
<td>08/12/2017</td>
<td>Rick Dufour, Thomas Many</td>
<td>Teachers and</td>
<td></td>
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Progress Monitoring: Student Target Setting

**Priority Performance Challenge: Growth: Math**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

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**INTERIM MEASURES FOR 2017-2018:** Acuity and Engrade benchmark tests.

**Priority Performance Challenge: Growth: Language Arts**

**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

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