



Springs Studio UIP

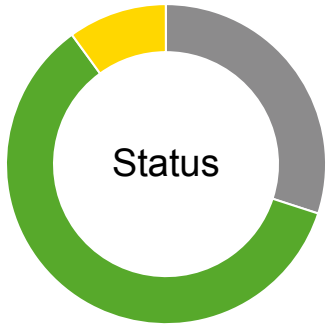
Jul 01, 2021 - Jun 30, 2023

Current Reporting Date: Nov 15, 2021

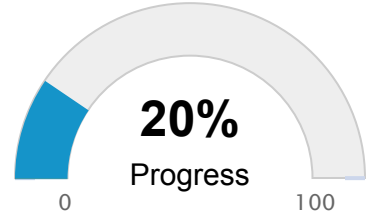
Report Created On: Oct 19, 2021

7 School/Department	24 Action Plan	10 Project
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Overall Summary



● Status Pending	30.0
● On Track	60.0
● Delayed	10.0



Report Legend

 No Update

 Overdue

 Priority

Action Plan 1.1

Leadership: Improve the quality of Data Literacy at school sites in the iConnect Zone through a cohort professional development model.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:15:46

Data literacy is a focus throughout the zone, including district-operated and charter schools. Three areas of data collection are occurring to grow the data literacy of teachers and leaders. The three areas include: Star360 (Reading and Math), Accadience Reading (Early Literacy), and. ThinkCERCA (Writing across content areas). The attached report describes the progress students are making from BOY to MOY in each focus area. [iConnect Zone Data Literacy Snapshot MOY 2021](#)

Delivery of Data

Delivery of Assessment & Data Literacy content to school leaders on a 1x mo. basis.

Owner: Christina Vidovich

Action Plan 1.2

Strategy: Improve school oversight by improving technology and systems practices.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:21:58

The iConnect Zone created two systems to improve leadership in charter schools. The first system is a charter board training course available to charter board members through Schoology. Board members from four charter schools are engaged in the course and completing modules delivered electronically.

The second system is a charter leadership training course available for current and aspiring charter leaders in the iConnect Zone. The leadership course encompasses 12 sessions focusing on charter leadership in the areas of Academics, Governance, Finance, and Operations. 17 participants attended the first training that took place in January. The second training is scheduled for March 12 and the final session is scheduled for May.

Action Plan 1.3

Customers: Best serve the iConnect Zone customers per feedback from stakeholder surveys.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:46:59

All iConnect Zone operated schools participated in the Teaching and Learning Conditions in Colorado (TLCC) survey. Overall favorability rates for each school were:

FHP: 95%

PHS: 66%

PPEC: 91%

SSAE: 87%

The TLCC data is used to determine the perceptions of the teaching and learning conditions for students and staff. The results inform the decision-making of zone and school leaders.

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Action Plan 1.4

Learning/Improving: Improve learning and support in the iConnect Zone through an overhaul of Special Education practices.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:25:08

Work to improve special education services throughout the zone includes the development of a memorandum of understanding for charter schools, evaluation of the special education fee for service model, and equity statements regarding enrollment on school websites. In addition, the iConnect Zone is highly involved in special education and equity work taking place through the Colorado League of Charter Schools and the Colorado Department of Education.

Action Plan 1.5

Workforce: Sustain and improve a positive work environment in the iConnect Zone through strategically prioritizing input from the workforce.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:35:00

Voice of the Workforce (VoW) survey data was shared with school leaders in December. In January, the ZL and school leaders met to share out glows/grows from the survey results. Key elements from trends were discussed. Priorities were set to focus on opportunities for improvement (OFI's). The OFI's include:

Maintain and grow positive employee-manager relationships

Provide appropriate and needed resource, in particular, related to COVID expectations and requirements

Provide appropriate professional learning opportunities with a focus on data literacy and instructional practices in the remote environment.

Action Plan 1.6

Operations: The iConnect Zone will operate with high budgetary efficiency and maintain exception physical and virtual school environments.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:34:38

The iConnect Zone continues to evaluate the efficiency of the zone through monthly budget analysis. An adjustment to the staffing model at the shared campus of SSAE, PPEC, and FHP is underway in an effort to maximize the use of the teaching staff and grow the number of opportunities for students. The implementation of the organizational changes will begin in the Fall of 2021.

Action Plan 1.7

Team : Monthly submissions to CEO notes for BOE communication.

Owner: Andy Franko

Update provided by Andy Franko on Mar 03, 2021 19:09:59

Monthly submissions to CEO notes have been completed in Envisio.

School/Department 2

Charter Schools

Owner: Andy Franko

Action Plan: 3

Update provided by Michelle Wortkoetter on Aug 18, 2020 15:42:26

GOAL Academy High School has gotten off to a great start for the 2020-2021 school year. We held our statewide training for all staff (497 employees) on July 29 and 30. Training this year was conducted totally virtual due to the COVID-19 restrictions and although we weren't able to meet in person, we received over 90% satisfaction on the post-event survey. All of our 36 drop-in centers have now opened across the state and we have divided our staff into two teams – blue and green. Staff members are alternating their days at the site so that if there is an exposure or confirm COVID 19 case, we will quarantine only half of the staff and the other half will be able to cover the site and continue to serve our students. Student orientations have begun and classes will begin on August 31.

Action Plan 2.1

CHOICE - Choice is important to our work because we ensure opportunities that meet the unique needs for students, families and community.

Owner: Andy Franko

Action Plan 2.2

QUALITY - Quality is important to our work because we want to achieve the best outcomes for students, staff and District 49 through the learn, work and lead process.

Owner: Andy Franko

Action Plan 2.3

EQUITY - Equity is important to our work because we mindfully work to resolve inequities.

Owner: Andy Franko

**Springs Studio for Academic Excellence***School Overview:*

Springs Studio for Academic Excellence is in its 10th year of existence, serving approximately 475-500 students in grades 3-12. We are the only 3-12 school in District 49. SSAE utilizes a blended-learning model that includes project-based learning opportunities, on-campus direct instruction, virtual content, and a focus on social interaction with peers. The data in this report is analyzed by the teaching staff and reviewed by our Family Engagement Council(SAC). As a multi-district online school, we possess the ability to accept students from all over the state of Colorado. We attempt to limit the enrollment of students beyond 50 miles due to the blended composition of our school and on-campus requirements.

Assessment Participation

Springs Studio is a low participation school in its performance rating.

In grades 6-12, we currently use Edgenuity as our foundational online curriculum and supplement Math with Aleks math. A foundational core value is to focus our efforts on critical thinking; therefore, Think Cerca fosters critical thinking skills through the writing process. We are currently integrating Edgenuity's My Pathway intervention platform for Reading and Math. We use Star360 to provide benchmark data that guides teachers to align their instruction to state testing and academic growth. We are refining our MTSS process to integrate with Schoolzilla, our new district-wide data warehouse.

At Springs Studio for Academic Excellence (SSAE), the analysis of all data needs to be broken into three components: elementary, middle, and high school. At the elementary level, we use DIBELs Next (3-5), CMAS (3-5), Star360, Aleks Math, and K12 inc curriculum to progress monitoring data to provide targeted student information.

For a student in grades 6-10, SSAE will use the most data available from CMAS(6-8) CMAS, Star360 (6-10), Aleks Math, PSAT (8-10), and SAT (11) class grades (6-10), from the Edgenuity curriculum and progress monitoring tools for student evaluation. SSAE's 2018-2019 multi-year SPF reveals the following learner gaps, 1. Students with disabilities and 2. students on free and reduced lunch at the elementary level did not meet expected ratings and were drastically behind their counterparts by double-digit results. Our 2018 CMAS results indicated that Springs Studio for Academic Excellence students exceeded district and state averages in Science for grades 5 and 8. The district for 11th grade Science fell short of the state average. In 2018, we did not test in Social Studies.

CMAS ELA ACHIEVEMENT

ELEMENTARY: Did not meet state expectations of 50th Percentile Rank

- FRL- As demonstrated on the multi-year Performance Framework, SSAE has performed below the 15th Percentile Rank in ELA.
- MINORITY- As shown on the multi-year Performance Framework, SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.
- STUDENTS WITH DISABILITIES-As shown on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in ELA. MIDDLE SCHOOL: Did not meet state expectations of 50th Percentile Rank or Higher.
- FRL- As demonstrated on the multi-year Performance Framework, SSAE has performed above the 15th percentile and below the 50th Percentile Rank in ELA.
- Students with Disabilities- As shown on the multi-year Performance Framework SSAE has performed below the 15th Percentile Rank in ELA.

	%	#
● Status Pending	100.0	3

Retention of students over two years periods has impacted long term achievement due to transfer rates at secondary levels of nearly 62%

Covid Isolation and lockdowns created skewed data

Assessing student growth and data is not fully reliable but will be used as a baseline from which to measure moving forward.

Insufficient PD to address SEL

A school-wide Social Emotional Learning plan has not existed and sporadic and non-researched-based approaches have fallen short to impact the overall population.

Owner: David Knoche

Action Plan: 3 Project: 3

Action Plan 3.1   Progress 0%

Increase academic outcomes for students with IEP's and 504's

Throughout the pandemic, an increased family desire to resist on-campus interventions had lead to reduced academic success for students on IEP's. SEL has been a tremendous success however academic growth has not congruently aligned to the SEL improvements.

As measured by EOY star360 Interim Assessments:

100% of IEP students will participate in BOY, MOY, and EOY benchmarking assessments

Fidelity of Delivery: When providing interventions families must bring students on campus to receive their on service time indicated within their IEP. We will eliminate options for full virtual when students on IEP's enroll. Implementation of MyPathway intervention: Teachers will plan student intervention sessions, create learning experiences based on cognitive skills, content knowledge, Why Try support, and facilitation of student's Math and English intervention coursework- My Pathway. Cognitive Skills Development: Teachers are intentionally planning for instruction, essential skills development, and increasing time students can access support by 20%

85% of students will be progress monitored bi-monthly through Star 360 for academic growth

85% or more students with IEP's will complete their My Pathway intervention work in Math and English.

85% of students will show projected growth in reading and math as measured by the Star 360

100% of students on an IEP will participate in BOY, MOY, and EOY benchmarking assessments

85% of students who are on an IEP will demonstrate typical to high growth.

85% or more students with IEP's will complete their My Pathway intervention work in Math and English.

Owner: David Knoche

ME 4. Learning and Improvement

Project: 1

Associated Root Cause(s)

Virtual Model of IEP Services, early identification of gaps

Local Accountability Indicator Area

	%	#
Status Pending	100.0	1

Student Learning

Project 3.1.1

Aug 13, 2021 - May 20, 2022

Status Pending

Progress 0%

Reduce Virtual IEP student's

Owner: David Knoche

Action Plan 3.2



Progress 0%

Re-establish a culture of Academics

Refine MTSS Process

As measured by Dibels, Star360, and Think Cerca a refinement of our MTSS process will identify and align tiered interventions to address standards mastery and skill gap growth beginning within the first two weeks of school. John Hattie's Visible Learning Research identified that Response to Intervention (MTSS) has an (effect size = 1.07) and is one of the top three instructional strategies to move students beyond one year of learning in one year and past the 50th MGP. Students will be more frequently monitored through a progress monitoring system aligned with our interim assessments.

SSAE will refine our MTSS process utilizing data from Star360, and ThinkCERCA in order to identify and align tiered interventions. SSAE will partner with PPEC to assist in establishing a campus-wide MTSS Lead Team who will meet monthly to assess student's progress through regular analysis of Edgenuity or ALEKS progress, grade books, ThinkCERCA writing assignments, and intervention group data tracking.

The tiered interventions offered through our MTSS process will address both students' standards mastery and skill gap growth. Academic leaders (administrators, teachers, and outside resources) will run professional development sessions throughout the school year for teachers in order for them to gain the necessary skills to run effective interventions for both academic behaviors and academic skills gaps.

Rational

Owner: David Knoche

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

Project: 1


Associated Root Cause(s)

Student Retention, Early Identification of Gaps.

Local Accountability Indicator Area

Student Learning

	%	#
● Status Pending	100.0	1

Project 3.2.1 

Sep 01, 2021 - May 13, 2022

Status Pending

Progress 0%

Establish Bi-Monthly Cohort Meetings

We will establish by-monthly cohort meetings to review and address student academic, behavior, and SEL needs and align to growth. Data from why try and Star 360 as well as classroom grades will be used for placement.

Owner: David Knoche

Resources

Teachers

Action Plan 3.3



Progress 0%

Implementation of 3-12 Social Emotional Learning Curriculum

As measured by safe to tell, suicide assessments, threat assessments. and securely we have seen erratic trends over the past three years indicating a need to address these issues. This will be conflated by the return of students to school after COVID.

Owner: David Knoche


Project: 1

Associated Root Cause(s)

COVID



	%	#
Status Pending	100.0	1

Project 3.3.1 

Aug 02, 2021 - Dec 17, 2021

Status Pending

Progress 0%

Implement SEL curriculum

Owner: David Knoche



Pikes Peak Early College

School Overview

	%	#
● On Track	85.71	6
● Delayed	14.29	1

Pikes Peak Early College (PPEC) is a blended online high school serving all student populations, including those underrepresented in postsecondary programs and institutions. PPEC students will thrive in a blended online learning environment with individualized online learning coupled with scheduled, in-class discussions, labs, presentations, assessments, and other interactive activities, all under the supervision of highly qualified, licensed secondary teachers. PPEC will operate as an Early College high school in partnership with postsecondary partners, Pikes Peak Community College (PPCC) and the University of Colorado, Colorado Springs (UCCS), Pueblo Community College (PCC), Red Rocks Community College (RRCC), Front Range Community College (FRCC) and more. PPEC students will expect to accomplish college-level coursework, primarily delivered in a traditional in-class and hybrid online format through Concurrent Enrollment while in high school, simultaneously earning high school and college credits. PPEC is now in its fifth year with grades 9 through 12+1, with approximately 140 students and 105 students attending college courses at one of our regional higher education institutions. PPEC will pay for college tuition and fees based on the Colorado Community College System tuition rate.

The Early College model has provided the opportunity for an increased number of D49 students to complete general education courses for transfer and to complete Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), an Associate of Applied Science (AAS) degrees and professional credentials as well as complete various certification programs. Pikes Peak Early College is currently in its fifth year and has baseline data to make longitudinal programmatic or instructional adjustments effectively. PPEC will focus its improvement efforts on D49 district UIP data expectations.

PPEC's areas of focus are illustrated in three target areas: 1. Data specific outcomes with D49 district UIP 2. Anecdotal school efforts and 3. Qualitative-based outcomes.

Assessment Participation

The students at Pikes Peak Early College did not meet the state's 95% participation requirement this school year. 46.2% of the students opted to take either the PSAT 9, PSAT 10, or SAT assessment this past spring and 0% of the students in 11th grade opted to take the CMAS assessment. In previous years, PPEC was able to meet the 95% assessment participation rate. The downturn in the participation rate during this school is largely due to the COVID-19 pandemic and the assessment opt-in process that District 49 initially adopted.

Course Participation

73% of Pikes Peak Early College's students in grades 10-12+ are enrolled in one or more college classes in Fall 2021. PPEC 9th graders typically wait a semester before taking any college courses to gain a better familiarity with high school before entering college courses. In the spring of 2020, however, 32% of PPEC's 9th graders enrolled in a college class during the second semester of their freshman year. During the spring semester of 2021, 40% of PPEC's 9th graders enrolled in a college class for the second semester of their freshman year.

Process and Stakeholder Involvement

Pikes Peak Early College's Unified Improvement Plan will be reviewed by stakeholders when we return for the 2021-2022 school year.

Data Review and Opportunities for Improvement

Pikes Peak Early College is now in its 5th year of existence. At the same time, PPEC does not currently have an SPF due to the COVID-19 pandemic. According to the data available on 2019-2020 school year SPF, PPEC "exceeds" in academic achievement on the SPF and "meets" in all other categories except for Academic Growth on the CO PSAT/SAT -Evidence-Based Reading & Writing section. PPEC students are "approaching" in this category. When academic achievement is in an upward trend, then growth can trend down. PPEC attributed the "approaching" status for growth in reading and writing to this trend.

However, to solicit growth from students, PPEC will continue to utilize data and instruction from

increased anxiety and limited growth in terms of social and emotional learning. PPEC saw an increase in students' social and emotional support needs during times when the school had to be mostly virtual for instruction.

Identifying Students Needing Interventions

Concerning the COVID-19 pandemic, PPEC had to delay some interim benchmark testing. This delay resulted in an additional delay for teachers in determining knowledge gaps, thus hindering their ability to conduct interventions and reducing instructional time. These uncertainties and delays negatively impacted student performance.

Small Sample Size Adversely Impacts Data

PPEC had 165 students enrolled during the 2020-2021 school year. 58% of PPEC's student body are in grades 12-12+2 and are not subject to district or state assessments, thus resulting in a small sample size. When students qualify for either a college-level English or a college-level math class, those students no longer participate in local assessments such as STAR 360 and ThinkCERCA. PPEC students typically qualify to take a college-level English course before taking a college-level math course. Only two PPEC students consistently took the beginning, middle, and end of year assessments for STAR 360 in reading during the 2020-2021 school year resulting in low growth scores and skewed data.

Not enough emphasis on career explorations and workplace learning experiences

Students often come to PPEC wanting the free college tuition but not fully knowing what they want to major in or which degree they plan to choose. Students who are college-ready but do not know their pathway take courses to try out certain degrees and end up wasting valuable time and resources. To counteract this, PPEC has put into place Summit Quest (iCAP), instituted YouScience. For the 2021-2022 school year, PPEC will implement a new program to track students' mastery of essential skills (LivedX) and emphasize career explorations and workplace learning experiences through an increase in job shadowing and internship opportunities. Due to the COVID-19 pandemic during the 2020-2021 school year, PPEC's ability to increase student's access to job shadows and internship opportunities stalled. Teachers will also place a great emphasis on providing experiences for students in a variety of career fields through guest speakers and field trips.

Owner: Rochelle Kolhouse

Action Plan: 4

Project: 7

Update provided by Rochelle Kolhouse on Oct 12, 2021 16:24:52

Teachers have all aligned their professional growth goals and MSL's to PPEC's UIP. PPEC presented the UIP to the SAC in early September. In addition, we are aligning our professional development to our UIP goals and will be scheduling some professional development beginning the second quarter.

Action Plan 4.1



Progress 10%



Refine the MTSS Process for PPEC

	%	#
● On Track	100.0	1

SMART Goal

PPEC will refine our MTSS process utilizing data from Star360 and ThinkCERCA to identify and align tiered interventions. PPEC will assist in establishing a campus-wide MTSS Lead Team who will meet monthly to assess student's progress through regular analysis of Edgenuity or ALEKS progress, grade books, ThinkCERCA writing assignments, and intervention group data tracking. The tiered interventions offered through our MTSS process will address both students' standards mastery and skill gap growth. Academic leaders (administrators, teachers, and outside resources) will run professional development sessions throughout the school year for teachers to gain the necessary skills to run effective interventions for both academic behaviors and academic skills gaps. By the end of the school year (April - May), at least 45-49% of the students will score at or above the benchmark on the end of the year on the Star360 benchmark exam.

Rational

According to John Hattie's Visible Learning Research identified that Response to Intervention (MTSS) has an (effect size = 1.07) and is one of the top three instructional strategies to move students beyond one year of learning in one year and past the 50th MGP. Students will be more frequently monitored through a progress monitoring system aligned with our interim assessments.

Data

According to Star360 beginning of the year benchmark data for 2021-2022:

33.33% of the 36 students who took the reading beginning of the year benchmark scored at or above the minimum district benchmark proficiency level.

44.7% of the 47 students who took the math beginning of the year benchmark are estimated to score at or above the minimum proficiency benchmark on the math state test.

Owner: Rochelle Kolhouse

ME 4. Learning and Improvement

Project: 1

Associated Root Cause(s)

Student Retention and Identifying Students Needing Intervention

Local Accountability Indicator Area

Student Learning

Update provided by Rochelle Kolhouse on Oct 13, 2021 14:19:11

PPEC has assembled the MTSS team in conjunction with SSAE (due to shared students). Student interventions began on September 24th and have continued up until Fall Break. These interventions will continue once school resumes after the break.

Project 4.1.1

Sep 03, 2021 - May 27, 2022

On Track

Progress 10%

Update provided by Rochelle Kolhouse on Oct 11, 2021 18:20:14

PPEC has assembled the MTSS team in conjunction with SSAE (due to shared students). Student interventions began on September 24th and have continued up until Fall Break. These interventions will continue once school resumes after the break.

Establish Bi-Monthly Cohort Meetings

Project Description

We have assembled an MTSS Lead Team. This team will meet in by-monthly cohort meetings to review and address student academic, behavior, academic skills deficits, and SEL needs. The team will utilize data from "Why Try," Star360, ThinkCERCA, and classroom grades to help with student intervention placement as well as progress monitoring throughout the year to determine student success and growth.

This project is designed to meet PPEC's goal of refining our MTSS process.

Owner: Rochelle Kolhouse

ME 2. Strategy

Resources

PPEC Academic Advisor/Counselor, Associate Principal, PPEC Teacher Lead, and PPEC teachers

Action Plan 4.2



Progress 37%



College, Career Readiness, and Work-Based Learning

	%	#
● On Track	100.0	3

SMART Goal

PPEC will increase the number of students who complete either an Associate's Degree or Industry Certification upon graduation by 10% by the end of the 2021-2022 school year. Students who graduate from PPEC with either an Associate's Degree or Industry Certification signify that they have chosen, and in many cases completed, a pathway and demonstrate workforce and college readiness. PPEC will track how many students are on target to complete either an Associate's Degree or Industry Certification through the academic advising process. In addition, PPEC's academic advisor will utilize the bi-annual advising process to help keep students on track to complete their Associate's Degree or Industry Certification upon graduation. PPEC will have reached its goal when 10% or higher of the graduating class has earned either an Associate's degree or Industry Certification collectively.

Rational

According to the 2020-2021 SPF, PPEC was in the "approaching" status for graduation in the Post-Secondary and Workforce Readiness category. This was the only section on the SPF where PPEC was rated as "approaching." Providing students opportunities before investing in a specific degree plan to explore career options will assist students in deciding on a specific degree plan. When students know what they want to do, they will, in turn, be able to pick a degree plan sooner, making earning an Associate's Degree or Industry Certification more attainable.

Data

During the 2020-2021 school year, 30% of PPEC graduates graduated with either an Associate's Degree or Industry Certification. Of that 30%, 21% of the graduates received their Associate's Degree, and 10% received an Industry Certification. During the 2019-2020 school year, 17% of the PPEC graduates graduated with an Associate's Degree, and 0% graduated with an Industry Certification. The number of graduates from PPEC who have earned either an Associates Degree or Industry Certification almost doubled between the 2019/2020 and the 2020/2021 school year.

Owner: Rochelle Kolhouse

ME 5. Workforce

PE SP 6. Launch Successful Students

Project: 3

Associated Root Cause(s)

Not enough emphasis on career explorations and workplace learning experiences

Local Accountability Indicator Area

Student Learning

School Culture

Update provided by Rochelle Kolhouse on Oct 11, 2021 18:24:48

PPEC's Spring semester advising began back in early September and is about 90% complete at this time with a few students still needing to meet with our academic advisor/counselor after Fall Break. In addition, PPEC rolled out YouScience and students began work on their pathway decisions prior to the break. Once we return from break, it is PPEC's intention to gather all students who have not completed YouScience to get that done prior to the Thanksgiving break. PPEC's academic advisor also notified students and had them sign up for PPBEA. Post-Fall break we will have those who have not signed up get signed up prior to the Thanksgiving break.

Project 4.2.1

Sep 01, 2021 - Apr 29, 2022

On Track

Progress 40%

Update provided by Rochelle Kolhouse on Oct 11, 2021 18:27:15

PPEC advising began in early September for the Spring 2022 semester. PPEC's advising is about 90% complete at this time with a few students needing to finish up after Fal Break.

Enhancement of Semester Advisory Meetings

Project Description

This project is designed to help PPEC increase the number of students completing either an Associate's Degree or Industry Certification. This project will not drastically alter current practices. However, this project is designed to bring up students who may have intended to slow-roll in college courses without having designs to obtain their Associate's or certification.

Owner: Rochelle Kolhouse

ME 5. Workforce

ME 6. Operations

Resources

Academic Advisor, District CE office, Associate Principal of PP EC and Associate Principal of SSAE

Project 4.2.2

Sep 13, 2021 - May 24, 2022

On Track

Progress 35%

Update provided by Rochelle Kolhouse on Oct 11, 2021 18:29:07

Two weeks prior to the break, we rolled out You Science to the entire campus. Students were encouraged to log in, take the assessments, and start their top career choices prior to the break. Any students who did not complete this task will be asked to complete it post-break with a deadline of Thanksgiving Break.

Re-implementation of YouScience

Project Description

This project will be ongoing for at least the next three years and will not be a one-year endeavor. To meet the goal of getting more students to obtain either an Associate's Degree or Certification, students must have a way to explore and define their career pathway. An integral part of defining this pathway is through utilizing YouScience. YouScience combines students' aptitudes (skills) and their interests and provides them with potential career pathways. Students can use these personalized choices to investigate career options and determine the next steps for careers they would like to pursue.

This is the first step for students when designing a degree pathway. When students have a better understanding of "best fit" careers, then they will be able to determine their pathway much easier and, in turn, begin working toward their career pathway sooner. This will open up the potential for students to obtain either an Associate's Degree or Certification in their chosen plan of study.

Owner: Rochelle Kolhouse

PE SP 5. Build Firm Foundations

Resources

Academic Advisor/Counselor, Choice and Success Manager, Associate Principal

Project 4.2.3

Sep 02, 2021 - May 24, 2024

On Track

Progress 35%

Update provided by Rochelle Kolhouse on Oct 11, 2021 18:31:30

Counselors will be running a career fair on November, 17th. In addition, career planning students have signed up for PPBEA and signed up for at least one job shadow or one internship this semester. All students were encouraged to create a PPBEA account through our academic advisor.

Students who have not signed up prior to the Fall Break will need to sign up before Thanksgiving break.

Work-Based Learning Opportunities

Project Description

This project will be ongoing for at least the next three years and will not be a one-year endeavor. To meet the goal of getting more students to obtain either an Associate's Degree or Certification, students must have a way to explore and define their career pathway. An integral part of defining this pathway is through work-based learning opportunities. Through our partnership with Pikes Peak Business and Education Alliance (PPBEA), we are mapping out a process and creating a timeline by which students should join the PPBEA and begin their job-shadowing and internships to determine career pathways and next steps. The earlier students can do this in their high school careers, the sooner they can choose a pathway and begin taking college courses toward that pathway with the end goal of an Associate's Degree or Certification whenever possible.

Owner: Rochelle Kolhouse

ME 5. Workforce

Resources

Academic Advisor, Choice and Success Manager, Associate Principal, PPBEA

Action Plan 4.3



Progress 10%



Implementation of a Social Emotional Learning Curriculum

	%	#
Delayed	100.0	1

SMART Goal

PPEC will implement a social-emotional learning curriculum called "Why Try" with all hybrid students this school year. Through implementing this program, we expect to see a decrease in the number of student absences that are not related to illnesses as well as a reduction in the number of visits students need to make to our social-emotional counselor in a given day (just so that student can make it through the rest of their day). We would also like to see students utilizing more problem-solving skills and perseverance through challenging and adversarial situations and taking some calculated risks in their academics and with their learning. The implementation of the "Why Try" program will begin in classrooms with teachers as part of their in-building instruction across the curriculum. The "Why Try" videos will train teachers on how to implement this program and curriculum. We will review attendance and referral data mid-year and at the end of the year, along with anecdotal records. PPEC will use anecdotal records to measure students' resiliency, grit, and willingness to take calculated risks. We would like to see a 2% decrease in non-illness-related absences and a 2% decrease in the number of students needing mental health support through our social-emotional counselor by the end of the school year.

Rational

Social-Emotional Learning (SEL) is essential for increasing students' self-awareness, academic achievement, and positive behaviors. Students who participate in SEL programs typically see an 11 percentile increase in their overall grades and attendance. On a more individual level, the skills learned within an SEL program have been shown to help students better cope with emotional stress, solve problems, and avoid peer pressure to engage in harmful activities. While PPEC students are typically academically high-achieving, as indicated on the state assessments and interim benchmark assessments, having the skills to cope with the emotional stress of balancing high school and college course loads is imperative. In addition, having the skills to problem-solve and build resiliency when presented with academic or life challenges is essential to educating the whole child and setting students up for success in their post-high school endeavors.

Data

Since the beginning of the school year, PPEC has seen an increase in social-emotional concerns about students. There is already a 15% increase in student absences from school or certain classes during this school year. In addition, there is a 20% increase in the number of students who, for various reasons, need to see the school's social-emotional counselor. The percent increase comes from data taken during this same time frame (August - September) over the past three school years (2018-2021). Based on this data, we predict this trend will continue to worsen throughout the school year as students experience additional stress (being academically behind, taking college classes, and adjusting to post-pandemic social interactions and expectations). In addition, PPEC has seen a downward trend in terms of student's grit and resiliency. When something is challenging, or students do not automatically have something come as easy for them as it has in the past, they shut down. Students lack the tools necessary when dealing with challenging or adversarial situations.

Owner: Rochelle Kolhouse

ME 4. Learning and Improvement

PE SP 6. Launch Successful Students

Project: 1

Associated Root Cause(s)

COVID-19 Pandemic and Inconsistencies with Instructional Delivery Methods Throughout the School Year

Local Accountability Indicator Area

Update provided by Rochelle Kolhouse on Oct 13, 2021 14:19:32

Due to October Count and the need to reschedule the Capturing Kid's Hearts Training to Sept. 16-17 (instead of Aug 2nd-3rd), the Why Try training was moved until after the Fall Break (October 29th) with the expectation for teachers to immediately implement following the training.

Project 4.3.1

Sep 20, 2021 - May 27, 2022

Delayed

Progress 10%

Social-Emotional Learning Curriculum and Implementation

Project Description

This project is designed to meet PPEC's goals on student participation for students' social-emotional learning by the end of the school year. For this project, we will be implementing the "Why Try" curriculum. All teachers will be expected to run lessons from this program at their discretion but consistently and have students participate in the activities within the curriculum. This will be a school-wide implementation so that all students, regardless of whether they are taking college classes and only have a few high school classes or not, will be able to participate and benefit. As a staff, we will review the data mid-year and end of the year to determine successes.

This will be an ongoing project and implementation that will span the course this current school year. We are committed to continuing this program for at least three years and will re-evaluate successes and further continuance with the program at that time.

Owner: Rochelle Kolhouse

ME 4. Learning and Improvement

Resources

School Counselor, Associate Principal, Executive Principal, Teachers, and Teacher Leader

Update provided by Rochelle Kolhouse on Oct 11, 2021 23:17:05

Due to October Count and the need to reschedule the Capturing Kid's Hearts Training to Sept. 16-17 (instead of Aug 2nd-3rd), the Why Try training was moved until after the Fall Break (October 29th) with the expectation for teachers to immediately implement following the training.

Action Plan 4.4



Progress 33%

Re-establish a Culture of Academics

Smart Goal

Students will engage in Project-Based Learning models emphasizing the application of higher-level thinking skills and real-world problem-based learning experiences with vetted and standards-aligned authentic work. The International Center for Teaching and Learning and the work of Bill Daggett reinforce an instructional framework of Rigor and Relevance to prepare students for a world of unknown problems and solutions. This, combined with research from the Buck Institute, truly provides a framework that supports project-based learning models. Utilizing instructional walkthrough data, PPEC will see an increase of 30% increase in the number of lessons falling in Quadrants "C" and "D" from the beginning of the school year by the end of the school year (September - May). In addition, PPEC will see a 20% increase in common academic vocabulary as related to the Rigor and Relevance framework school-wide (teachers and students) from the beginning of the school year by the end of the school year (September - May). PPEC will use the increase in academic vocabulary to track through instructional walkthrough data. Instructional leaders such as administration, teacher leaders, and the dean of academics will deliver professional development throughout the school year to provide teachers with instructional strategies to meet this goal.

Rational

Utilizing the Rigor and Relevant Frameworks will help students become complex thinkers. Students will have to work in teams with individuals from varied backgrounds to make choices and complete difficult tasks in and beyond school. Relevance helps students see the value of what they're learning, and rigor ensures they are challenged to develop advanced skills and knowledge. Rigor and relevance are also important for equity because they ensure that all students have access and entry points to high-level content and skills. When teachers provide students with lessons that utilize the rigor and relevance framework, this facilitates greater mastery of the content standards, regardless of whether students are learning remotely or in a hybrid model.

Data

Consistent walkthrough data on instructions practices lacks due to the COVID-19 pandemic over this past year and a half. Of the lessons observed during the 2019-2020 school year (before the pandemic shut down) and based upon walkthrough data (see below), most of the lessons fell in Quadrant "B," and most of the verbs used fell in Quadrant "C." The verb usage and activities required do not match and demonstrate a disconnect between the level of rigor and relevance being stated (verb) vs. the level of rigor and relevance being asked (activities).

Lessons by Quadrant:

0% of the lessons fell in Quadrant "A."

56% of the lessons fell in Quadrant "B."

33% of the lessons fell in Quadrant "C."

11% of the lessons fell in Quadrant "D."

Verb Usage by Quadrant:

29% of the verbs used in the observed lessons fell in Quadrant "A."

14% of the verbs used in the observed lessons fell in Quadrant "B."

50% of the verbs used in the observed lessons fell in Quadrant "C."



● On Track

%	#
100.0	2

7% of the verbs used in the observed lessons fell in Quadrant "D."

Associated Root Cause(s)
COVID-19 Pandemic and Inconsistencies with Instructional Delivery Methods Throughout the School Year

Owner: Rochelle Kolhouse

Local Accountability Indicator Area
Student Learning


ME 4. Learning and Improvement

Project: 2

Update provided by Rochelle Kolhouse on Oct 13, 2021 14:20:07

The executive principal led a mini professional development on the walkthrough instrument we would use to assess The Campus's implementation of Rigor and Relevance. The Associate Principals from both PPEC and SSAE along with the Dean of academics began walkthrough mid-September, focusing on the Engagement Rubric for Rigor and Relevance. All staff members received feedback from the walkthrough and 80% took advantage of the optional meeting with admin to discuss. Admin will review Engagement data to guide upcoming PD and next steps.

In the month of September, the Associate Principal and Dean of Academics focused on the Engagement Rubric for Rigor and Relevance walkthroughs. All data was collected and the admin staff on The Campus conducted a data walk in October. No data was available in September for a data walk due to delayed implementation of walkthroughs.

Project 4.4.1 

Jul 28, 2021 - Apr 29, 2022

On Track

Progress 40%

Update provided by Rochelle Kolhouse on Oct 11, 2021 23:05:59

The executive principal led a mini professional development on the walkthrough instrument we would use to assess The Campus's implementation of Rigor and Relevance. The Associate Principals from both PPEC and SSAE along with the Dean of academics began walkthrough mid-September, focusing on the Engagement Rubric for Rigor and Relevance. All staff members received feedback from the walkthrough and 80% took advantage of the optional meeting with admin to discuss. Admin will review Engagement data to guide upcoming PD and next steps.

Re-Establishment of Rigor and Relevance Framework with Guided Professional Development

Project Description

During the March 2021 professional development day, we re-introduced and re-trained the teachers on the Rigor and Relevance Framework. In addition, during the July 28th professional development day, we provided teachers with additional and more detailed Rigor and Relevance training to establish the Rigor and Relevance as an instructional framework. In addition, the instructional leadership team (admin and teacher leaders) will host future professional development at least two times each quarter on Friday afternoons (beginning in September and continuing through April) based upon walkthrough data and demonstrated areas of need to solidify instructional practices.

Owner: Rochelle Kolhouse

ME 4. Learning and Improvement

Resources

Associate Principal, Dean of Academics, Teacher Leader, and outside instructional sources as needed

Project 4.4.2

Sep 13, 2021 - Apr 29, 2022

On Track

Progress 25%

Update provided by Rochelle Kolhouse on Oct 11, 2021 23:11:26

In the month of September, the Associate Principal and Dean of Academics focused on the Engagement Rubric for Rigor and Relevance walkthroughs. All data was collected and the admin staff on The Campus conducted a data walk in October. No data was available in September for a data walk due to delayed implementation of walkthroughs.

Progress Monitoring of Rigor and Relevance Instructional Framework Using Walkthrough Data

Project Description

We will review data from campus walkthroughs at the end of each month to determine the direction professional development needs to take and monitor the progress we are making toward our goal of creating a re-establishing a culture of academics.

Owner: Rochelle Kolhouse

ME 4. Learning and Improvement

Resources

Associate Principal, Dean of Academics, Executive Principal, Teacher Leader

School/Department 5

Patriot High School

School Overview

Patriot High School is an Alternative Educational Campus (AEC) located in the Falcon/Peyton area just northeast of Colorado Springs. The school is part of School District 49 and is in the iConnect Zone which is home to all the non-traditional and charter schools in D49. Over 90% of Patriot High School students are considered "at-risk youth" based on the current risk factors identified by CDE. The three most common risk-factors are: credit deficient students, students with IEPs, and students with a history of mental illness.

Patriot High School currently ranges between 80-135 students in grades nine through thirteen. Patriot High School is a choice-based school that serves students in all 3 geographical zone in D49 as well as students from outside of D49's boundaries. Patriot High School has six, hour-long periods and one, thirty-minute advisory period Monday-Thursday with a flexible Friday schedule where students attend tutoring, acceleration (credit recovery), intervention groups, career-exploration activities, social-emotional classes/groups, and special interest clubs. Friday schedules are created cooperatively by the student and their advisor on a weekly basis and are focused on the student's needs. All students with credit deficiencies must carry an additional "7th period" independent credit recovery class that is deployed by either Edgenuity or ALEKS (math only). Students work on these courses independently outside of school hours and/or on Fridays. These courses are mastery-based and can be completed at an accelerated pace. Patriot High School operates within a two-semester system. The Patriot High School staff is composed of a Principal, Dean of Students, two Counselors, one Social Worker, and 10.5 certified teachers. Two of these teachers head the two CTE programs at Patriot: Culinary Arts and Construction Trades. These CTE programs are available to ALL D49 students who, instead of fully attending Patriot High School, may choose to attend Patriot for only one of these courses, while still being a full time student at one of the other D49 high schools or an out of district school.

Assessment Participation - The most recent and available participation data from the 2019 AEC SPF shows that Patriot High School had an 87.2% participation rate on CMAS Science, 94.6% on PSAT, and 97.6% on SAT.

Process and Stakeholder Involvement - Given the small staff at Patriot High School, ALL staff assist in the development and writing of the School Improvement Plan. Additionally, we recently received an EASI grant aimed at increasing the achievement of targeted sub-groups from our previous SPFs. Patriot opted to use this grant to participate in an AEC Diagnostic Review conducted by CDE in April 2021. The staff used the resulting report to assist in identifying opportunities for improvement to help prioritize the writing of this year's improvement plan. Additionally, two teachers and the principal serve on the School Accountability Committee (SAC) which is also made up of parents and non-parent community members. The SAC meets quarterly and reviews the School Improvement Plan and provides parental and community input into key decisions regarding the use of District Mill Levy Override Funding to support school improvement efforts and any major decisions that impact changes to grading or scheduling priorities of the school.

Targeted Populations - Previously, PHS has participated with Generations School in the Turnaround Leadership Program to build leadership from within. This past year, we received an EASI grant based on underserved targeted student populations revealed in our last SPF. We chose to allocate this grant money to receive an "AEC Diagnostic Review" which consisted of a team from CDE visiting our campus to observe operations and to interview a cross section of PHS students and staff to determine our strengths and areas of growth. The resulting report has led to changes and curricular investments into our academic intervention programs aimed at addressing the academic deficiencies of these targeted populations more effectively.

Data Review and Identified Opportunities for Improvement -

1) PHS will improve upon our academic intervention process by collecting data early and often throughout the year, offering interventions to address skill gaps, and increasing credit recovery opportunities to address credit deficiencies. Our most recent STAR 360 testing indicates an average grade equivalency of 7.1 in reading and 7.4 in math. Intervention classes are utilized to aggressively address these skill gaps for our most significantly deficient students. Additionally, added tutoring time for credit recovery options has been implemented to make our credit recovery system more successful.

2) PHS students will participate fully in the ICAP process with weekly offerings of career presentations, field trips, and other PWR topics geared directly towards their aptitudes and interests. Additionally, working closely with PPBEA will result in increased job-shadow and internship opportunities for all students as they progress toward graduation. Last year, although largely due to COVID restrictions, we didn't have any job-shadows or internships. With the addition of a Choice & Success Advisor through ESSER III funds, we have the personnel and connections to increase this opportunity significantly.

3) PHS teachers will implement evidence-based instructional strategies consistently across all curriculum areas to increase the rigor in the areas of critical thinking, project-based learning, and mastery of the content standards. The primary measure of rigor in will be based on the level of individual growth of each student with the ultimate goal of grade-level proficiency after closing the learning gaps that have grown from our students' historical difficulties in school. Through the EASI grant, teams of PHS educators and administrators will network with other AECs across Colorado to share and collect best practices for providing added rigor to the instructional process. This includes a continued strong commitment to social-emotional learning (SEL) which was actually identified as a strength of PHS by the AEC diagnostic team from the April 2021 CDE visit. We currently utilize the research-based PAIRIN program but are always looking for ways to build upon this strength.

Root Cause Identification and Verification -

1) A previous lack of a clear identification process (MTSS), structured time and staffing for aggressive interventions, and a lack of timely monitoring and accountability of credit recovery courses have led to minimal growth in the areas of reading, writing, and mathematics. Although data during the previous 2 years has been unreliable due to COVID, few students have shown adequate growth in skills and credit recovery efforts. Being proactive with assessment, providing dedicated time and additional staff for interventions, and closely monitoring and tutoring credit recovery efforts should alleviate these root causes.

2) With COVID restrictions during the 2020-21 school year, having guest speakers and career-oriented field trips were not an option. Consequently, all ICAP plans had to be placed on hold until these crucial activities could be properly integrated into PHS students' weekly routines. Prior to 20-19, PHS only had one counselor so progress on ICAPs was slow and not done with consistency and attentiveness to timeliness.

3) Conflicting messages and philosophies of what "rigor" means in the AEC setting has led to a lack of a unified approach to instruction. Frequent changes in administration has amplified this dissonance and the complications of COVID made addressing this issue nearly impossible during the 2020-21 school year. Lack of coordinated PD regarding evidence-based instructional practices has hampered growth in this area as well.

Owner: Steve Gard

Action Plan: 4

Action Plan 5.1



Increase community involvement through opportunities to present to PHS students, on-site community resource fairs, and increased exposure to the services our CTE pathways (Culinary and Construction) provide. From October through April, PHS will host at least 1 community member to discuss their business, career path, and/or personal journey to students on every Friday. Additionally, follow-up field trips will be scheduled (using our own 15-passenger bus) whenever these careers match strongly with YouScience results of our students. Engagement in these PWR activities will be part of our students' ICAP requirements.

Owner: Steve Gard

ME 4. Learning and Improvement

Associated Root Cause(s)

Low student initiative when it comes to post-secondary goals and career exposure.

Local Accountability Indicator Area

Student Learning

Action Plan 5.2



Initiate connections with community employers to arrange job-shadowing and internship opportunities for students through the PPBEA Marketplace, networking with career presenters, and assistance from the new "Choice and Success Advisors". Our goal is to connect at least 10% of our student body with either job shadowing arrangement or internships. These are, of course, subject to employer approval.

Owner: Steve Gard

ME 2. Strategy

Associated Root Cause(s)

COVID restrictions from the 2020-21 school year made establishing these PWR connections virtually impossible.

Local Accountability Indicator Area

Student Learning

Action Plan 5.3



Raise reading, writing, and mathematics skills through the MTSS process, added intervention classes on Fridays and research-based programs: Reading Plus, ALEKS Math, and ThinkCERCA. Our goals are for a 65% median growth percentile for reading and math (as measured by STAR 360) and a 75% mastery rate in writing (as measured by ThinkCERCA).

Owner: Steve Gard

ME 4. Learning and Improvement

Associated Root Cause(s)

The vast majority of PHS students come to us with significant (2 or more years behind grade level) deficiencies in reading, writing, and math.

Local Accountability Indicator Area

Student Learning

Action Plan 5.4



Increase the success rate of credit recovery courses by offering 1-on-1 teacher tutoring on Fridays and after-school opportunities as well. A more proactive progress monitoring approach that involves weekly planning and goal-setting between staff, students, and parents will increase the percentage of courses that are completed in a semester time frame (or less). Our goal is to have a 90% success rate with students completing assigned credit recovery courses during the 21-22 school year.

Owner: Steve Gard

ME 2. Strategy

Associated Root Cause(s)

The vast majority of PHS students came to us with credit deficiencies. Credit recovery through Edgenuity hasn't been successful in a true "independent study" setting, so added supports and monitoring is necessary.

Local Accountability Indicator Area

Student Learning

School/Department 6

Falcon Homeschool Program

Owner: Katie Boal

Action Plan: 3

Action Plan 6.1

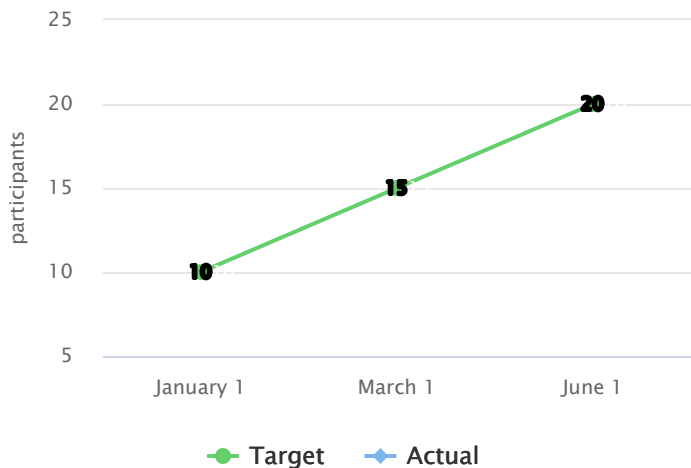


FHP will provide greater support for FHP students through conducting deep research about curriculum support for parents at home, continuing to promote different assessment options for parents, and through developing a Homeschool 101 resource for families, especially for those new to homeschooling.

Owner: Katie Boal

Increase Participation of FHP Families in STAR Freckle and MyOn

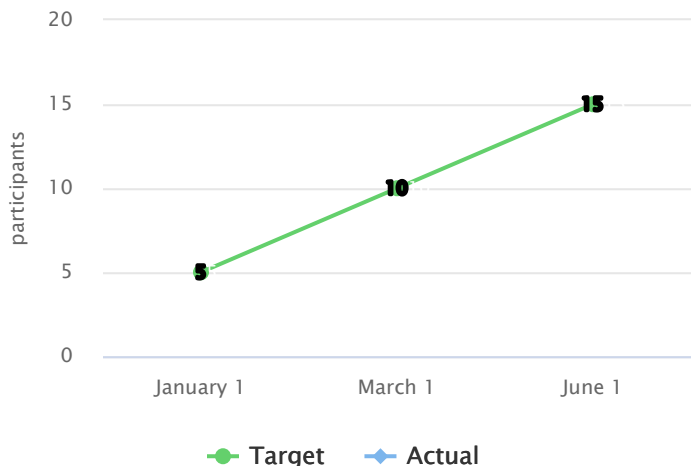
For the 2020-2021 school year, FHP will purchase 20 licenses for STAR Freckle and MyOn for FHP families to use. We will begin this process as of December 1 to allow families to begin to make use of this resource. Based on what we observe, we will make decisions about how to offer STAR as a resource to new FHP families for the 2021-2022 school year.



Meet with Families to Discuss the Results of STAR in Detail

Going beyond making the results of the STAR 360 test available to parents, I want to use the data to inform parents about what the data means and how it can shape their homeschooling efforts (next instructional steps, goals, expectations for instruction at home, etc)

Owner: Katie Boal

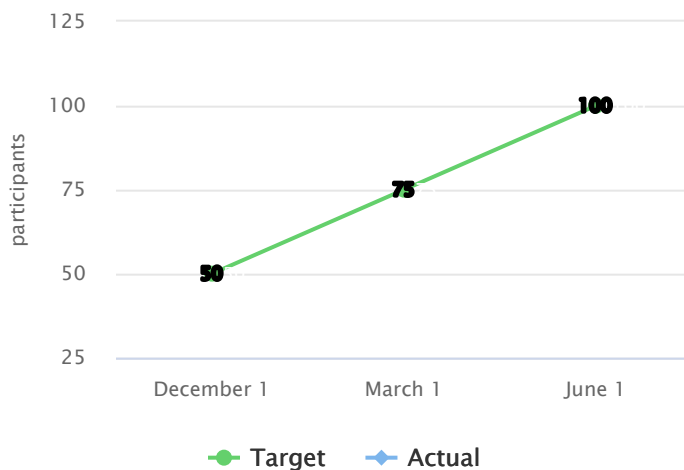


Increase Participation for FHP Families in STAR 360

For the 2019-2020 school year, FHP purchased 50 licenses for STAR 360. For the 2020-2021 school year, FHP purchased 100 licenses for STAR 360.

There is an additional goal of discussing results in greater detail with families to help inform them about what the results mean and what their next steps with homeschooling can be based on the data.

Owner: Katie Boal



Action Plan 6.2



I will continue to develop, grow, and refine the Falcon Homeschool Program through envisioning the future practices and programs of FHP to allow for efficient practices for staff members, spaces, and clear communication with our community.

Owner: Katie Boal

Compile and Share Data About Grade Level Sizes

In preparation for FHP Lead Team Meeting, I will compile data about grade level sizes, allowing us to see our potential and opportunities for further growing our program and utilizing our staff strengths.

Owner: Katie Boal

FHP Leadership Meeting 9.30.20

Share data about grade level sizes so that as a team we can take a look at our areas with potential and our opportunities for growth.

As a staff, determine next steps in alignment with two goals:

- 1) Reconfigure our location/program based on efficiency/demonstrated need of students.
- 2) Determining best program offerings/schedule/location based on data.

FHP Lead Meeting 11.2.20

Prepare to share next steps based on what we agreed upon in the meeting on 9.30.20. Based on this meeting and the work that everyone had contributed, it became clear that we needed direction from Andy regarding requirements for space and program offerings.

Action Plan 6.3

At the conclusion of the 2019-2020 school year, FHP staff had the goal of attending Kagan training (with an emphasis on ELL) together to increase our professional development knowledge and practice. Due to COVID, this was not able to take place, but it is a goal of ours to attend as soon as we can. At this time, I do not know what to write as a KPI, but as the possibility of us taking a Kagan training (with an emphasis on ELL) becomes available, I will enter in our KPIs.

Owner: Katie Boal

School/Department 7

iCZ High Performance Program/Special Student Projects

Owner: Vladislav Izboinikov

Meeting with Andy and Tina 11.12.20

During this meeting, I needed Andy to give me guidance about two questions:

- 1) Does FHP need to continue to be K-12?
- 2) Do we need to continue to occupy two buildings.

This was great direction because it showed that we can continue to occupy two spaces, and that FHP programs will continue as they are. The leadership over two campuses is what was really causing the problem, and Andy acknowledged the difficulty and said that we could work towards a solution for me particularly.

Next steps:

- 1) Figuring out who will take on leading FHP @ The Campus. I brought this up with Dave and Rochelle in our weekly meeting on Tuesday, 11/17, and both said that they could take on the additional responsibility.
- 2) Figuring out details such as evaluations, budget, etc for FHP @ The Campus.

School/Department 8

ARCHIVED PLANS PRIOR to SY ENDING 22 (SY22)

Owner: Andy Franko